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ABSTRACT

The study described in the report constructed a task analysis for the adult vocational education coordinators in Wisconsin in the areas of business education, general education, home economics, agriculture, health, trade, and industry. The survey instrument contained two parts: the first gathered factual and statistical information about the coordinators; the second estimated the frequency of performance and degree of importance (to which numerical values were assigned) of the 148 tasks in the broad areas of program planning and development, instructional planning, evaluation, public relations, students, and professional growth. The resulting task analysis (organized according to the broad task areas, the tasks being ranked within each area according to the median value of the degree of importance for each of the six areas of coordination) indicated that, of all task areas, program planning and development received the highest rating of importance. Next in importance was instructional planning; public relations rated moderately important. For the other three areas, the tasks were considered moderately important, but were rarely or never performed. Nearly 100 pages of appendixes include the study instrument, the coordinators' task survey instrument, and tabulations of the degree of importance and degree of performance of the tasks. (JR)

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THE PROCESS OF COORDINATION

A Task Analysis

JUL 09 1975

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Fox Valley Technical Institute

VTAE District 12

In Cooperation with:

**Research Coordinating Unit of the
Wisconsin Board of VTAE
Center for VTAE - UW - Stout**

FINAL REPORT

PROJECT NO. 12-059-151-223

A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN

JUNE, 1973

WISCONSIN BOARD OF VOCATIONAL-TECHNICAL-ADULT EDUCATION

MADISON, WISCONSIN

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D.J.BORDINI

FOX VALLEY TECHNICAL INSTITUTE

APPLETON, WISCONSIN

JUNE 30, 1973

The research reported herein was performed pursuant to a grant with the Wisconsin Board of Vocational Technical-Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government and sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore necessarily represent official State Board of U.S. Office of Education position or policy.

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June 30, 1973 D. J. Bordini

TABLE OF CONTENT

Page
ACKNOWLEDGEMENT -- ii

LIST OF TABLES -- V

LIST OF FIGURES--VI

CHAPTER

I. INTRODUCTION ---5
- Statement of the Problem
- Importance of the Study
- Purpose of the Study
- Methodology
- Definition of Terms

II. REVIEW OF LITERATURE--16

III. PROCEDURE FOR THE STUDY ----------------------------------19
- Selection and Location of the Population

IV. THE COORDINATORS ROLE -----------------------------------29
- Coordinators On-The-Job Activities
- State Certification Requirements
- Work Experience
- Educational Attainment
- Coordination Schedule
- Workshops
- Age Grouping
- Summary
- Coordinator Involvement
- Professional Organizations
- Out-Of-School Organizations
- Periodicals

V. SUMMARY RECOMMENDATIONS------------------------------169
    Summary
    Conclusion
    Implication
    Suggestion For Further Study

BIBLIOGRAPHY--174

APPENDICES

Study Instrument ---------------------- A ---------------176
Coordinator's Task Survey Analysis ---- B --------------199
Degree of Importance -------------------C -------------- 238
Degree of Performance ----------------- D---------------251
District May, July - 1972--------------- E ---------------264
Initial Letter to Coordinators------------F ---------------265
Follow Up Letter to Coordinators -------G -------------- 266
Certification Requirements ------------ H ---------------267
Task Coordinator Rejected -------------- I ---------------269

LIST OF FIGURES

FIGURE PAGE

1------ ELEMENTS AND NUMBER OF TASKS----------------------20

2------ COORDINATORS SURVEY RETURNED----------------------23

3------ COORDINATORS TITLES---------------------------------25

4------ COORDINATORS - NUMBER AND LOCATION ------------- 27

LIST OF TABLES

TABLES PAGE

I COORDINATORS EDUCATION AND WORK EXPERIENCE ------------- 31

I-A COORDINATORS CERTIFICATION STATUS ------------------------- 34

I-B-G COORDINATORS AGE STATUS ------------------------------------ 38-42

II COORDINATORS OTHER FUNCTIONS ---------------------------- 45

III-VIII -A-F COORDINATORS SUMMARY RESPONSES ------------------------- 57-166

Rank Order: By degree of Importance
all Elements
all Tasks

SUMMARY

The purpose of this study was to investigate the functional and directive responsibilities of all the Coordinators in the Wisconsin-Vocational-Technical-Adult School system through a task analysis.

With district reorganization initiated several years before its mandatory date of July 1970, the concept of deliverance of Vocational-Technical-Adult Education to the citizens throughout Wisconsin has taken on a new view connotation, "that no youth or adult in the state would be denied the educational opportunities of knowledge and skills which would make him or her employable."

Through the services of the Coordinators employed by the VTAE districts the needs of individuals in business, industry, agriculture, and social services are discovered and educational courses initiated to meet those needs.

District reorganization extended the concept of continuing education to a greater number of individuals and has developed a more viable and responsive system to meet the changing technological and social needs of individuals. The outreach program whether conducted in the central institution [illegible] facilities or scattered throughout the districts has been accorded on affirmative endorsement by all those who have enrolled in the educational programs being offered.

After a task analysis instrument was developed it was mailed to all the Coordinators in the state for their reaction. The response was gratifying and was very representative of the Coordinators employed in large, medium, and small size districts from a geographic and demographic representation.

The reaction to the survey indicated that changes have taken place in relationship to tasks performed by the Coordinators.

The following are the major conclusions and recommendations of this study:

1. In view of the fact that district reorganization has negated the provincial concept of Vocational-Technical-Adult Education system it has enhanced the concept of deliverance of adult continuing educational courses throughout the broad districts through the efforts of Coordinators.

2. The role of the Coordinator is changing from the standpoint of identifying educational needs through more scientific approaches and the involvement of out-of-school individuals.

3. Coordinators are finding themselves involved more with Advisory Committees than here-to-fore experiences in developing relevancy in the course content.

4. Coordinators in the main are becoming less involved with the 16 to 18 year old youth. The original concept of services for part-time youth has disappeared.

5. Coordinators emphatically express a disdain attitude for performing clerical functions in relationship to the mechanics of the paper work involved.

6. The Coordinator envisions his or her main responsibility is to discover, promote, initiate, and expidite courses to meet the needs of individuals in need of occupational skill, technical information, or the worthy use of leisure time.

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7. Coordinators felt that they should have a strong responsibility in the selection of the instructor to teach the classes they are initiating.

8. The Coordinators expressed a divided feeling about the evaluation of instruction. This could stem from several reasons: If they had a hand in the selection of the instructor a minimum amount of supervision and evaluation would be needed; If poor or inadequate instruction took place the adult student would drop the course and/or would report the circumstances; That supervisors are more adequately prepared to give a more explicit judgement on the evaluation of instruction.

9. The majority of the Coordinators felt that their main responsibility is to the adult student who desires short intense courses in either the academic or the skill training area.

10. The Coordinators schedule is not 8-4 hour, 40 hour per week at 36 to 38 week school year but a continuing educational function on a flexible basis.

11. Coordinators expressed a desire to have periodic meetings between a consortium of district Coordinators to exchange commonalities to their region in the form of workshops.

12. The Coordinators envision themselves as their own public relations emisaries since they are in contact with the public. They felt strong about writing the publicity about their own program .

13. The role of the Coordinator who is serving in a duel capacity to the full-time and part-time program has created some conflicting problems.

RECOMMENDATIONS

Since its obvious that the role of the Coordinator has changed due to district reorganization it is encumbent that the course content be modified along the following:

1. Development of conference leadership techniques and role playing activities.

2. Greater emphasis on the function and role of Advisory Committees.

3. Use of research techniques and how to develop research instruments to be used to discover educational needs.

4. The use of Management By Objectives in planning short and long range educational programs.

5. Involve the novice Coordinator in actual ongoing related coordination activities or simulate the conditions.

6. Less emphasis on student clubs and activities.

7. Develop techniques in the efficient use of ancillary personnel such as clerical-typist staff, research personnel, and other individuals who can enhance the coordination process.

8. Course content which would impart techniques in report writing (dictation).

9. Develop course content which would show Coordinators how to develop a data base of information and the use of the computer for storage and retrieval of the information.

10. Greater emphasis on how to use the data resource capabilities of local, regional, state and federal agencies such as WSES, MAPS, DLHR, HEW and other in short and long range manpower needs and development.

CHAPTER I

INTRODUCTION

The culmination of at least eight years of research, discussion, and planning by the Directors Association and the State Office of the Wisconsin Vocational and Adult Education School System and the impetus provided when the Federal Vocational Education Act of 1963 was passed, ushered in a new concept for the deliverance of Vocational, Technical, and Adult Education in Wisconsin.

In 1965 the Wisconsin legislature accepted recommendation and passed Bill 501 which created the concept of area schools for post high school education. The legislation negated the system in existence since 1911 which provided that a single community of 5,000 population or over shall provide a Vocational and Adult school and that others with lesser population may if the local taxing unit would provide the funding. In due time there were 45 full-time independent schools and an additional 18 evening schools. The duplicity of effort, increasing cost, compounded by the additional needs of educational programs to meet the demands brought about by technological changes was causing the system to restrict its offerings or tax itself above the two-mill limitation.

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Still adding to its demise was that Vocational-Technical-Adult Education was to an extent being denied to those not in city school districts or tuition had to be encumbered if there were openings for them.

The mandate of the 1965 State legislation was that by 1970 all parts of the State were to be served with the creation of 18 Vocational-Technical-Adult Education schools.[1] The opportunity of deliverance of this type of education to all parts of the state was enhanced. The mandate of creating 18 districts was met by 1970; however there are presently 16 districts which serve the entire state due to consolidation.

One of the methods of delivering Vocational Educational programs was by the use of staff members designated as Coordinators. Their assignment was not only to discover educational needs to be brought into the central facilities but to develop an outreach program to all parts of the district. The educational program could be carried on in rented public buildings or in the offices or plants wherever the need accured. A Coordinator may be identified as an individual who has been assigned the responsibility to identify the manpower needs and coordinates all activities which will bring to fruition educational content which will enhance the employability of individuals in a work discipline.

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[1] Mission Statement of Wisconsin State Board of Vocational-Technical-Adult Education, 1969

The Wisconsin concept of deliverance of Vocational-Technical-Education is further ahead than the majority of the other states and the Coordinators position related to an outreach type operation associated with discovering and meeting the needs of individuals through post high school adult education programs.

The concept of employing Coordinators by Wisconsin Vocational-Adult Schools started in the early 1920's in the larger cities such as Milwaukee and Madison. In the early 1930's, other large city Vocational-Adult Schools such as Oshkosh, Appleton, Superior, La Crosse, Eau Claire, Green Bay, and Wausau began initiating the concept of Coordinators as a means of discovering Vocational needs within their own city school area.

Initially many of the Coordinators were employed on a part-time schedules as Coordinator-Teachers. Most of the then employed Coordinators were associated with the Trades and Industry field and much of their function was with the apprenticeship education program.

STATEMENT OF THE PROBLEM

The central problem of this study was to construct a task analysis for the position of the coordinators in the 16 area Vocational-Technical-Adult Schools in Wisconsin. Specifically, the purpose of the study was to construct a task analysis instrument and survey the 134 Coordinators presently employed. It was hoped to learn the tasks performed in each major area of coordination through the frequency of performance and the degree of importance, knowledge, and skill required to perform the tasks.

IMPORTANCE OF THE STUDY

This survey seeks to answer some of the questions Coordinators, Administrators, and Teachers have concerning the current status and the role performed by Coordinators in Area Vocational-Technical-Adult Education Schools in Wisconsin.

The data may be used to determine the needs to upgrade Coordinators through inservice meetings at the district and state level and also to determine course content in revision or addition to college courses which are requirements for certification of individuals for the position of Coordination. Further, it is hoped that subsequent studies will follow which will aid in determining the relationship and effectiveness of Coordinators to other staff members and their performance in the public sector.

PURPOSE OF THE STUDY

The basic purpose of the study was to determine and analyze information regarding the nature of the duties and tasks executed by the Coordinator in the Wisconsin Vocational-Technical-Adult Education School system. Since district reorganization with its target date of July, 1970, it is believed that the role of the Coordinator has changed and so are the tasks they perform.

The objectives of the study are listed as follows:

1. Identify the major elements of responsibilities.
2. To identify the task performed by the Coordinator.
3. To identify the frequency of performance of the task.
4. To identify the degree of importance of the task performed.
5. Identify the parameters within which the coordinators performs his task.
6. To evaluate findings which identify the role of the Coordinator in the Wisconsin Vocational-Technical-Adult School system.
7. Make recommendations based upon the findings of the results of the survey.

METHODOLOGY

The procedure for the study basically covers four broad areas such as planning, executing, evaluation, and recommendations.

The specific steps of the study are as follows:

I. Identify the role of the Coordinator.

  A. Review literature and obtain job descriptions.

  B. Compile a list of the major areas Coordinators are assigned.

  C. Compile tasks which are inherent in the major areas of work for Coordinators.

  D. Compile a list of questions which identify the educational base and work skills a Coordinator has attained for certification.

II. Construct the survey questionnaire for the Coordinator task analysis.

  A. Compile a list of tasks which relate to each of the major areas assigned Coordinators.

  B. Include tasks under each major area which are outside of the normal scope of the Coordinators duties and responsibilities.

  C. Construct statements and questions in the fact and statistical part of the survey instrument where the respondent will identify the education and work/skill competencies needed to perform the tasks.

III. Administer the survey questionnaire to all of the Coordinators (134) in the (16) area Vocational-Technical- Adult Education Schools of Wisconsin listed in the state 1972 personnel directory.

IV. Analyze the responses by determining the medium and interquartile statistics.

V. Examine the results and show how they relate to the task analysis for the position of Coordinator.

VI. Summarize the findings, draw conclusions, and make recommendations.

DEFINITION OF TERMS

VOCATIONAL EDUCATION: Is that education which is designed to prepare individuals for initial entrance into and advancement within occupations or group related occupations requiring a high proportion of manipulated skills.

TECHNICAL EDUCATIONS: Is a phase or level of Vocational Education, properly supported by general education courses, for occupations in which understanding of the laws and principles of mathematics, science, and technology relevant to modern design, production, and service.

ADULT EDUCATION: Refers to part-time education designed for adults. It may be either general, vocational, technical, or considered continuing education.

FULL-TIME STUDENT: Is identified as any individual youth or adult (over 16 years of age) who is enrolled in a Vocational or Technical course which is either of one-or two-year duration in pursuit of a certificate or an associate degree.

COORDINATOR: An individual who is responsible for identification of job opportunities, analyzing elements of an occupation, recommending the structuring of course content, and providing the educational resource to meet the needs of individuals who want to enter into or upgrade themselves in order to perform in a job, or to enhance their general knowledge or the worthy use of their leisure time through structured instruction.

PART-TIME STUDENT: Is identified as any individual youth or adult (over 16 years of age) who is enrolled in a Vocational, Avocational, or Technical courses of continuing education and of a short intense nature in most instances.

LOCAL VOCATIONAL EDUCATION COORDINATOR: The acronym LVEC is used to designate an individual whose responsibilities parallel the functions of a Coordinator but within a high school district or combination of high school districts related mostly to capstone courses.

TASK ANALYSIS: A systematic process by means of which the essential elements of an occupation are identified and listed for instructional purposes.[2]

A. TASKS: Activities performed in order to bring to fruition programs or courses which will meet the needs of the people of the District.

B. FREQUENCY OF PERFORMANCE: Time cycle in which tasks are performed to get results.

C. DEGREE OF IMPORTANCE: The amount of knowledge/skill required to perform the task to accomplish meaningful results.

1.00 PROGRAM PLANNING DEVELOPMENT - A MAJOR ELEMENT
The tasks performed in this category deals with the techniques used to ascertain the needs of the District through Advisory Committee help, surveys, literature, and other agencies.

2.00 INSTRUCTIONAL PLANNING - A MAJOR ELEMENT
The tasks in this category are means for structuring courses, designating instruction units, lesson planning, identifying resources and developing instructional materials.

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[2] Verne C. Fryklund, Trade and Job Analysis, Milwaukee, Wisconsin, Bruce Pub. Co., 1942, p.3.

3.00 EVALUATION - A MAJOR ELEMENT

The tasks in this category deal with the evaluation process relating to students, instruction, staff, equipment, and facilities.

4.00 PUBLIC RELATIONS - A MAJOR ELEMENT

The task in this category is for promoting and publicizing the educational programs and activities of the school in the community.

5.00 STUDENTS - A MAJOR ELEMENT

The tasks in this category relate to the students in the full- and part-time programs, adult and apprentice programs, and the club organizations which promote leadership abilities of the students who participate.

6.00 PROFESSIONAL GROWTH - A MAJOR ELEMENT

The tasks in this category relate to the professional growth activities in which staff members engage in order to upgrade and keep current within their profession.

CHAPTER II

REVIEW OF LITERATURE

A search of current literature indicates that one study was conducted in the area of Coordination in 1967 related to one area, namely the Trade and Industry.[3]

At the time of the study all of the Vocational and Adult Education Schools in Wisconsin, in which the Coordinators were employed were operated by independent municipalities. The concept of area schools was just beginning to emerge at this time as a viable system assigned to more broader areas of services to meet occupational-education needs of individuals in Wisconsin.

At the National level the Coordinators position appears to be a relatively new area of responsibility and emerges very slowly. In Wisconsin, by mid 1930 new areas began to emerge as possibilities for the employment of Coordinators, namely, Homemaking and Business and Distributive Education. Many of the smaller schools in population centers of less than 10,000 were beginning to employ individuals as Teacher-Coordinators as a means of promoting the school program and to discover needs of individuals.

As a result of World War II and by mid 1940 the position of Coordinator had grown to approximately 45 individuals with at least three-fourths of the positions on a full-time basis and the remaining number as teacher-Coordinators. The liaison established between the school and industry helped perpetuate the position of the Coordinators by their being able to initiate educational programs related to the returning G.I. By 1960 the number of Coordinators in the field of Trade and Industry had grown to 32, the majority of whom were on a full-time basis. Two other areas of Coordination, Agriculture and General Education, started to appear in the early 1960's. By mid 1960, the growth of the Health Occupations was demanding the establishment of Coordination liaison between the school, hospitals, and welfare agencies. After district reorganization in 1965 and, most recently, new areas of coordination began to appear such as Police Science, Traffic Safety, and Fire Science. Initially these areas would be under the jurisdiction of Trades and Industry.

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[3] Mallow, Lewis P. Jr., A Study of General Data and Activities or Responsibilities of Full-Time Trade and Industry, Coordinators in the Wisconsin Vocational-Technical Schools-Stout University, Aug. 1967.

At the time of this survey, 1972, there was listed in the State Personnel Handbook 134 individuals employed as Coordinators associated with all the previously mentioned areas. All were full-time positions with the exception of 12 which were part-time as Teacher-Coordinators.

Historically the Coordinator has been assigned to the area of Adult Education which encompasses educational programs as short intense units. Some schools districts utilize Coordinators in a dual role of coordinating both full-time and part-time programs within the same discipline.

In some instances the suddenness of district reorganization has imposed frustrating circumstances upon the Coordinators who are functioning in a dual capacity in their relationship to the full-and part-time programs. The major source of complaint is basically the dichotomy of Coordination and Instructional Service personnel operating either in competition or crossing over into each other's area. Basically the criticism is due to the lack of defined lines of demarkation of areas and responsibilities. With district reorganization the unique delivery system known as "Field Services" appears to be one of the major areas of assignment for the Coordinator. Strong states, "it is through this structure that an attempt is made to take programs and services to the citizens of the state who do not live in the proximity of a Vocational or Technical School facility."[4]

As the economy of the State of Wisconsin grows so will the concept of meeting the educational needs of individuals in the economy grow through Vocational-Technical Adult Education. The position of the Coordinator will continue to grow as a viable means of discovering needs and implementing educational programs through Vocational-Technical-Adult schools.

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[4] Strong, Merle E., An Assessment of Wisconsin's Vocational and Technical Education Programs, 1970.

CHAPTER III

PROCEDURE FOR THE STUDY

In this chapter the reader will gain an understanding of the procedures and methods used in collecting and analyzing the data for the study.

This study enlisted the help of the Coordinators presently employed to answer a composite questionnaire. The survey instrument had two parts; namely, one which gathered factual and statistical information about the Coordinator and, in the second part, the Coordinator could circle a weighted factor relating to the task mentioned. The material gathered would be treated with separate tabulation and explanation during the final writing of the report.

The initial step was to identify tasks for the position of the Coordinator from the review of literature and draw from the personal experience of the writer previous responsibilities as a Coordinator and presently as an Administrator. Also, the writer drew from experience of those who functioned as Coordinators in pre-and post-district reorganization of Vocation, Technical, and Adult Education in Wisconsin. Certain parts of the questionnaire were pretested with members enrolled in Coordination classes taught by the writer in order to identify particular elements and tasks and also to add clarity to the questionnaire instrument. The Coordinators were to identify their tasks within six major elements of Education Coordination namely:

1. Program Planning Development
2. Instructional Planning
3. Evaluation
4. Public Relations
5. Students
6. Professional Growth

It is these broad parameters of educational elements that the Coordinators must consider when performing tasks in order to bring to fruition educational programs which will meet the needs of others.

The survey instrument contained a total of 148 subtasks assigned to the following six activities areas, Figure 1, to which the Coordinator was asked to assign a weight factor based upon Frequency of Performance and Degree of Importance.

ELEMENTS	TASK
Program Planning & Devlopment	32
Instrutional Planning	53
Evaluation	14
Public Relations	21
Student	13
Professional Growth	15
	148

Figure 1

The above elements and task contents were developed through various sources:

1. Courses content-Stout State University
2. Contribution and identification of items by some Coordinators and Administrators in Wisconsin Schools of Vocational-Technical and Adult Education.
3. Contribution by advisory committee members.
4. Contribution by coordinators in various coordination classes taught by the writer.

For the purpose of this study the Coordinators working in the following fields of Coordination were identified and the questionnaire was sent to them:

Business Education

General Education

Home Economics

Agriculture

Health

Trades & Industry

Besides the Coordinators employed by the Area Vocational-Technical-Adult Schools, six questionnaires were sent to individuals at the high school level functioning as Local Vocational Education Coordinators (LVEC).

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134 questionnaire instruments were mailed on April 28, 1972. By May 15, 51 percent had been returned. A follow up letter on May 30, 1972 extended the return date to June 8, 1972. A total of 105 returns were received or 72 percent.[5]

After analyzing the returns for completeness of responses and proper area of Coordination 91 survey instruments were declared valid for final tabulation. 87 percent of the 105 were used; 68 of the initial 134 questionnaires mailed were used.

Figure 2 indicated the major elements, the number of Coordinators in each area, and the number of Coordinators who returned their survey instrument.

The survey instruments relating to the last six categories were not utilized because in most instances the returns were not complete. The Coordinators in these new emerging areas of Coordination identified tasks in only several activities areas. Again in the case of the LVEC, the returns were not complete and the information related to the secondary school rather than the post high school level. The information gathered from the returns not used indicates an encouraging trend in Coordination practices and does have some utilitarian value.

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[5] Appendix A-B

FIGURE 2

ACTIVITIES AREA	NO. COORDINATORS		NO. SURVEYS RETURNED	
Trade & Industry	36		26	
Home Economics	24		17	
General Education	17		17	
Business Education	20		15	
Agriculture	11		9	
Health	10	118	7	91**
Public Relations	2		2*	
Instructional Services	2		2*	
Student Services	2		2*	
Police Science & Law	2		2*	
Fire Science	2		2*	
LVEC-High School	6	16	4*	91
		134	105	

*Not used in tabulation due to new areas and partially completed returns.

** 91 used in final tabulation.

The profound need of service within the new areas precludes the assignment of individuals to coordinate the educational programs on an area-wide basis. Normally some of the above areas would have been assigned to establish fields of coordination, but the uniqueness of the occupation or field of services indicates that the traditional areas are in need of possible assesment due to changes in meeting individual needs.

SELECTION AND LOCATION OF THE POPULATION

The study concerns itself with individuals whose main function is Coordination of educational programs in the Wisconsin Vocational-Technical-Adult Districts. From the 1971-72 school year, Personnel Directory, published by the Wisconsin State Office of Vocational-Technical-Adult Education, the individuals functioning as Coordinators were identified to receive the survey questionnaire as shown in Figure 3.

COORDINATOR TITLES	NUMBERS
COORDINATORS	89
Area Agent	3
Area Coordinators	9
Associate Chairman	3
Assistant Chairman	2
Administrative Assistant	1
Chairman	5
Coordinator Supervisor	1
Dean	1
Field Services Administrator	2
Field Director	1
Field Supervisor	3
Public Relations Coordinator	2
Fire Science Coordinator	2
Police Science & Law Coordinator	2
Student Services Coordinator	2
Instructional Resources Coordinator	2
*Local Vocational Education Coordinator-LVEC	4
	134

*Not in directory - From other sources.

FIGURE 3

From the listing in the directory there was no way to determine the field of Coordination. The returning questionnaire indicated the traditional areas and the new areas of Coordination. It is intersting to note in Figure 3 the various names which have come into use since district reorganization to identify the individuals who would have been titled Coordinator. The many diverse titles probably reflect the overall mission of the school and indicate the organizational structure and their relationship to other personnel.

	LOCATION	DISTRICT NAME	NUMBER COORDINATORS	NUMBER RETURN
1.	Eau Claire *	District I	12	8
2.	La Crosse	Western	13	11
3.	Fennimore *	Southwest	5	5
4.	Madison	Madison Area	7	4
5.	Janesville	Blackhawk	2	0
6-7.	Kenosha-Racine *	Gateway	12	8
8.	Waukesha *	Waukesha Co.	7	5
9.	Milwaukee	Milwaukee	13	10
10.	Fond Du Lac *	Moraine Park	9	8
11.	Sheboygan *	Lake Shore	7	6
12.	Appleton *	Fox Valley	13	13
13.	Green Bay *	Northeast	8	7
14.	Wisconsin Rapids *	Mid States	2	2
15.	Wausau *	North Central	8	6
16.	Rhinelander *	Nicolet	2	1
17-18.	Superior	Indian Head	8	7
	High Schools-LVEC		6	4
		Total	134	105

FIGURE 4

*Districts with complete new facilities - some others have had additions.

Figure 4 indicated the Districts in the State and the name which is associated with their Central institution.[6] In some instances the central facilities either are an expansion of their former city Vocational School, or their new facilities are located either in the city mentioned or very near. Also some of the districts still operate in several buildings scattered within the district.

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[6] Appendix C

CHAPTER IV

THE COORDINATORS ROLE

The title "Coordinator" is not expressed in the dictionary. Rather the word "Coordination" is defined as "harmonious adjustment or working together; arrange in proper order or proper relation." In our present socio-economic society the position of Coordinator is being assigned to individuals at the mid-management level. Managements' concept of Coordination is described as follows:

> "The effort to find the winning combination from the material at hand-manpower, physical resources, functions, activities, specializations, funds, and facilities. The effective Coordinator is concerned with conserving manpower and energy, conserving time, conserving costs, as from his vantage point he sees the composite functions and operations entrusted to him. He realigns and redirects such manpower energy, time, materials, and other factors into more profitable channels to avoid dissipation or dilution of these resources. In short, he consolidates ideas, human talent, and facilities into one unified whole moving toward Management Objectives".[7]

The Wisconsin Vocational-Technical-Adult School system which antidates to 1911 has been using the title of Coordinator for over half a century. Basically the title of Coordinator has been used to define the responsibilities of individuals in relation to the Adult Part-Time educational programs. Most recently many Coordinators have carried the additional responsibilities which relate to the Full-Time programs. The broad concept of the responsibilities of the Coordinator is to coordinate educational programs whose content of academic, scientific-technical knowledge, and skill training will enhance individuals' opportunities to either enter into or upgrade themselves in a job. Many Coordinators due to the nature of the area in which they serve provide through structured instruction opportunities for individuals who seek the worthy use of their leisure time. The courses the Coordinator make available in these instances are not necessarily occupationally oriented.

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[7] From notes (1968) lecture entitled "Industrial Coordination", Author and article unknown.

TABLE I

	Yrs. Coord. 1-3	4 or More	Prov.	Stand.	Education			Teaching Exp. Yrs.	Major area Work-Teaching	Supervision Exp. Yrs.	Supervision Major Area	Comp. Appren.	Journeyman Card	Age Range	Hrs. Per Week	Weeks Per Yr.	Eve. Per Week	Hrs. Per Eve. tot.	Will Attend Workshops			Workshop
			Certificate		BS	MS	PHD												Ctr.	$/Ann.	SS	Day/WAVAE
TRADES & IND. COORDINATORS	11	15	11	15	6	20	0	3 - 18	INDUST. ART METALS, PRINT-ING, DRAFT-ELEC.	1 - 17	SAME	6	6	30 - 64 (med 45)	38 - 50	38 - 52	1 - 4	2 - 10	8	13	1	19
HOME ECONOMIC COORDINATORS	4	13	4	13	10	7	0	1 - 30	HOME EC. SALES	1 - 33	SAME	0	0	28 - 63 (med 45)	38 - 40	36 - 52	1 - 3	2 - 8	0	10	3	11
GENERAL EDUCATION COORDINATORS	7	10	7	10	3	13	1	3 - 23	ECON. ENGLISH MATH SCIENCE	1 - 8	ELEM. SECOND GEN. ED	1	1	36 - 63 (med 41)	38 - 48	40 - 52	2 - 4	3 - 10	8	7	1	12
BUSINESS EDUCATION COORDINATORS	5	10	5	10	1	14	0	3 - 31	SALES OFFICE ACCOUNTING	3 - 15	BUSINESS ACCT.	0	0	28 - 61 (med 44)	35 - 60	40 - 48	1 - 4	2 - 5	4	8	0	8
AGRICULTURE COORDINATORS	7	2	7	2	5	4	0	3 - 37	AGRICULTURAL SALES	3 - 16	SALES FARM	1	0	38 - 63 (med 49)	40 - 45	36 - 48	2 - 4	2 - 6	1	5	0	7
HEALTH COORDINATORS	4	3	4	3	3	3	1	3 - 27	NURSING	3 - 17	HEALTH	0	0	47 - 61 (med 43)	35 - 42	46 - 52	1 - 4	2 - 8	0	3	3	6

COORDINATORS EDUCATION AND WORK EXPERIENCE

COORDINATORS ON THE JOB ACTIVITIES

Table I contains tabulated answers to questions asked of Coordinators which related to their educational and work experience, both of which enhance their success in dealing with the public sector in their promotion of educational programs. The tabulated results represents information which is representative of the large six areas of Coordination, namely, Trade and Industry; Home Economics; General Education; Business Education; Agriculture and Health. Inherent in these broad areas are multifarious occupations in need of educational programs to enhance individual needs to either enter into or upgrade themselves in order to maintain their employment. An explanation of the materials recorded will be treated as it appears on the Table I namely from left to right. In some instances, additional charts will be used to explain the significance of the tabulated statistics and facts.

STATE CERTIFICATION REQUIREMENTS

Prudently built into the concept of Certification Standards for Coordinators are the requirements of both educational concept attainment and work experience. The right combination of both of these areas should serve to mature individuals who have set their objectives to fulfill the role of a Coordinator. It is interesting to note in Table I-A, which is a summary of the responding Coordinators certification status, how they have complied with the requirements.

The State Office reviews the credentials of Coordinators and issues either a Provisional or a Standard Certificate or holds in abeyance certification until deficiencies are corrected.

TABLE I-A

Types of Certification	Number of Coordinators	Percent
Provisional	37	40.2
Standard	54	59.8
Years as a Coordinator		
Provisional (1-3 Years)	38	41.7
Standard (4 or More Years)	53	58.3

The above statistics are significant indications that the Coordinators presently employed have complied with the certification standards as outlined in the provisions of Chapter A-V-1.04 and .05 of the Wisconsin Administrative Code.[8]

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[8] Appendix -D

WORK EXPERIENCE

Nearly all of the Coordinators indicated that either their work experience in the educational mainstream of their employment or outside of it was in areas closely related to the area of Coordination they presently represent. Many indicated that they worked in occupations which were considered the cluster concept of occupations closely related to each other.

The work experience acquired in the area the Coordinator represents outside of the school environment is considered by many Coordinators most beneficial in their dealing with the public sector in promoting educational programs. Several individuals indicated that "one is able to talk the occupations language and understand their needs better."

Attention is called to the fact that eight of the individuals had completed an indentured apprenticeship related to either a trade or craft. 14 Coordinators indicated that in the work experience area they either owned their business or help supervisory responsibilities in business, industry, agriculture, or health areas. These experiences would greatly enhance their knowledge of individual needs when promoting educational programs.

EDUCATIONAL ATTAINMENT

The Coordinators indicated that 28 had a Bachelor's Degree and many had additional credits towards a Master's Degree. 61 had a Master's Degree and eight had enrolled in programs to acquire a higher degree. Two indicated they had Ph. D. degrees.

COORDINATION SCHEDULE

The work of the Coordinator is usually a flexible unit in the area of mid-management. Although Coordinators must maintain some type of scheduling, the opportunity to discover educational needs and starting classes to meet those needs cannot be adaptive to a punch clock routine. Economics and technological changes cause shifts in work, services, and/or production schedules in business, industry, agriculture, and social needs thus affecting manpower needs. For these varied reasons it is incumbent upon the schools to maintain the position of the Coordinator to identify needs which may be met through educational programs.

According to Table IV the total hours worked by Coordinators varied from 30 to 60, and the number of weeks per year from 36 to 52. In both instances the lower figures reflect those Coordinators in either large or small school systems. Such an arrangement can serve the purpose for an individual to "break into" the position and also aid in the certification attainment for Coordination. In addition to daily work hours the greatest majority of Coordinators worked additional evenings per week or had a varied daily schedule allowing for the additional evening hours to be worked. The hours in the evening were indicated for purposes of meeting with advisory committees and starting of evening classes.

WORKSHOPS

It's ironic what was once considered a means of professional upgrading has become a low priority item by some Coordinators and Administrators, namely, the attendance at workshops by Coordinators. 69 Coordinators indicated that workshops should be scheduled at various times during the year such as on a quarterly, semi-annual, or during the summer session basis. 46 Coordinators indicated that there should be semi-annual workshop meetings. Out of the 69 Coordinators indicating an interest in workshop, 64 indicated that a full day of workshop activities should be held during the WAVAE convention. Some of the suggestions concurred that the meeting should commit a portion of the day for general session for all Coordinators and that each specific area of Coordination would follow with a sectional meeting of each area of Coordination.

AGE GROUPING

The age range as indicated in Table I and in Table I, B-G, the Coordinators indicated that the greater majority of them started in Coordination nearer their 30th birthday, which is several years after college. This is in a great measure due to the individual acquiring experience in teaching, supervision and/or work experience in the field which later would be helpful in Coordination practices. In some instances the tabulations in Table I, B-G, indicate that the Coordinator accumulated years of experience while serving in a dual capacity.

TABLE I -B

BUSINESS EDUCATION COORDINATORS

		YEARS		
AGE	COORDINATOR	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
71	5	0	0	47
54	2	3	0	30
53	13	32	15	5
50	7	17	7	4
48	4	15	8	7
48	5	8	0	13
48	12	4	2	12
43	4	3	0	13
42	2	16	5	3
39	6	8	6	7
38	3	8	0	4
36	3	8	3	3
34	10	7	6	4
29	2	3	0	9
28	4	6	0	3

TABLE I -C

GENERAL EDUCATION COORDINATORS

		YEARS		
AGE	COORDINATOR	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
63	4	9	0	0
58	3	8	6	14
48	5	23	5	5
46	4	3	4	12
43	4	6	4	11
42	2	3	9	3
41	3	7	0	7
41	2	1	1	15
40	5	14	2	4
37	2	13	0	8
37	5	8	0	2
37	5	3	5	16
36	4	6	3	10
33	3	6	3	2
33	1	8	2	0
32	5	4	5	6
28	3	5	3	3

TABLE I -D

HOME ECONOMICS

AGE	YEARS COORDINATOR	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
64	10	14	10	4
63	33	36	33	2
62	28	25	0	8
57	18	14	18	5
54	17	30	17	4
53	4	19	4	5
48	15	5	0	7
44	2	1	0	13
43	10	11	10	24
41	3	2	3	8
39	5	8	5	5
39	7	1	7	5
36	7	6	1	3
28	2	4	0	0
N/A	2	0	2	18
N/A	14	20	15	2

TABLE I -E

AGRICULTURE

AGE	YEARS COORDINATOR	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
63	4	37	4	10
60	2	10	2	37
54	1	32	4	8
53	3	26	0	21
53	1	10	16	6
50	2	4	2	19
49	6	18	6	21
34	3	7	3	4
29	3	3	3	2

TABLE I -F

TRADES & INDUSTRY

	YEARS			
AGE	COORDINATOR	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
64	20	18	0	7
63	24	40	5	7
57	12	13	12	7
54	5	14	5	36
54	3	12	6	18
54	3	3	17	10
51	8	15	8	7
51	1	12	1	20
50	10	12	10	7
49	4	8	4	20
48	3	3	0	20
48	3	3	4	17
47	1	9	5	0
47	2	3	7	19
43	12	15	3	12
42	7	10	5	8
42	4	7	0	12
41	6	6	0	11
40	5	6	10	7
40	1	14	14	6
36	7	5	3	4
36	2	7	0	3
32	3	7	3	4
31	4	5	1	4
30	3	6	3	4
30	4	3	0	3

TABLE I - G

HEALTH

YEARS

AGE	COORDINATORS	INSTRUCTOR	SUPERVISOR	WORK EXPERIENCE
61	8	23	15	1
56	1	0	0	0
51	1	6	20	1
47	1	13	9	14
47	1	27	27	27
44	4	3	2	5
N/A	3	15	13	9

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SUMMARY

A summary may be drawn from the information which was tabulated on Table I which related to the Coordinators education and work experiences, namely:

1. Initial employment as a Coordinator tends to be nearer the individual's 30th birthday.

2. The medium age of the presently employed Coordinators is 44.5 years old.

3. All Coordinators indicated as having had taught before or fulfilled the dual role as part-time instructor and part-time Coordinator or Supervisor. Their indication was that the major subject taught was closely related to their present area of Coordination.

4. All Coordinators indicated they had work experience either as a part- or full-time basis related to their area of Coordination.

5. In reference to the completion of apprenticeship, it is noted that some are still maintaining their relationship with the unions and are card carrying members. This relationship is most helpful in the promotion of occupational and apprenticeship related courses of training and working with advisory committees which related to a trade or craft.

6. Approximately 70 percent of the presently employed Coordinators have a Master's Degree and additional educational credits. It is interesting to note that two Coordinators have a Doctorate Degree and others are enrolled for the Educational Specialist Degree or Doctorate Degree.

7. In summary of this particular area of work experience and educational attainment by Coordinators, one may conclude that the two disciples should be closely related and that these requirements were prudently suggested by the Directors Association and incorporated into hiring practices when considering Coordinators qualifications. These standards were incorporated in Chapter A-V-1 of the Wisconsin Administrative Code as it relates to certification requirements for Coordinators in the Wisconsin System of Vocational-Technical-Adult Education.

COORDINATOR INVOLVEMENT

The survey instrument was designed to ascertain the additional responsibilities and the amount and kind of involvement Coordinators assumed beyond the normal work schedules. In this area questions pertaining to the following four major categories were tabulated on Table V:

1. School-sponsored functions,
2. Professional organizations,
3. Current literature being read and,
4. Out-of school social or civic group participation.

With relationship to the first category all of the Coordinators indicated that they were involved in at least one and, in some cases, as many as three different committees. On Table II are listed the 16 most frequently mentioned committees out of 46 in which Coordinators participated.

The first category which had the heaviest involvement related to the educational mission of the institution in such activities as curriculum, instruction, and evaluation. The second heaviest involvement was student oriented activities such as recruitment, student clubs, graduation, and student social activities.

TABLE II

Other Functions Assumed by Coordinators

	IN SCHOOL FUNCTIONS																	PROFESSIONAL ORGANIZATIONS									
	No. of Coord.	Admin. Council	Curr.	Instr.	Evaluation	Recruitment	Student Services	Student Clubs	Research	Salary	Retirement	North Central	Open House	Facilities	Safety	Graduation	Apprenticeship	WRVAE	AVA	WEA	NEA	ATEA	AFT	PDK	DKG	PVO	A.Nurse A.
T & I COORDINATORS	26	5	15	11	10	6	6	4	4	15	2	6	3	4	4	0	23	23	23	4	2	6	1	4	0	0	0
HOME ECONOMIC COORDINATORS	17	3	5	8	4	8	6	2	2	8	1	1	1	7	2	1	0	17	17	2	3	2	0	0	0	0	0
GENERAL EDUCATION COORDINATORS	17	7	1	10	7	2	4	3	2	5	0	3	2	1	2	9	2	16	16	7	4	0	0	7	0	0	9
BUSINESS EDUCATION COORDINATORS	15	3	4	2	8	3	3	2	1	1	1	2	2	2	1	4	0	6	6	2	2	0	1	1	0	0	0
AGRICULTURE COORDINATORS	9	2	4	3	2	2	3	2	2	1	0	1	4	2	1	7	1	8	8	4	2	2	0	2	3	3	0
HEALTH COORDINATORS	7	1	5	3	3	1	2	1	1	0	0	2	1	0	1	5	0	7	7	2	3	0	2	0	0	0	5
TOTAL	91	21	44	36	34	21	24	14	12	17	4	15	24	16	11	34	26	77	77	21	16	10	4	14	3	3	5

	MAGAZINES																				OUT OF SCHOOL ORGANIZATIONS					
	WRVAE	AVAJ	WEAJ	NEAJ	AAKEJ	V. Nurse	School Shop	J.Home Ec.	What's Home Ec.	Fore. Home Ec.	A.J. Nurse	R.N.	Ag. Jour.	LAVE	Manpower	Tech. News	Bus. Ed.	Adult Leader	Safety	PDK	Chamber of Comm.	Church	Vets	Scouts	Homemaker	Service Club	Parent Teacher
T & I COORDINATORS	23	23	4	1	8	0	10	0	0	0	0	0	0	14	18	13	0	3	6	4	6	5	5	3	0	7	9
HOME ECONOMIC COORDINATORS	17	17	2	2	1	0	16	13	9	0	0	0	0	0	3	0	0	1	1	0	0	5	0	0	6	7	6
GENERAL EDUCATION COORDINATORS	16	16	7	4	7	0	0	0	0	0	0	0	0	0	3	0	0	4	1	7	2	3	2	3	0	5	14
BUSINESS EDUCATION COORDINATORS	6	6	2	1	2	0	0	0	0	0	0	0	0	0	2	1	4	2	0	1	2	4	3	2	0	4	11
AGRICULTURE COORDINATORS	8	8	4	1	2	0	2	0	0	0	0	0	6	0	2	2	0	1	3	2	2	2	2	1	0	2	4
HEALTH COORDINATORS	7	7	2	3	4	4	0	0	0	0	7	7	0	1	2	0	0	1	1	0	0	4	0	0	0	1	2
TOTAL	77	77	21	12	24	4	12	16	13	9	7	7	6	15	30	16	4	12	12	14	12	23	12	6	6	26	45

Coordinators have been involved in school activities such as North Central accreditation and on the administrative council, two areas closely associated with the top administrative office. These relatively new areas, for most schools, have come about due to the area concept. Also, the Coordinators have been involved with long range planning goals and facilities planning.

The Coordinators in the area of Trade and Industry indicated an overwhelming involvement in the apprenticeship committees. The nature of the educational programs which they are promoting warrants that they become associated with apprenticeship advisory committees to better relate to the trade or craft. This is one method for the Coordinator to closely relate to union's and management's concern for the training of apprentices and journeymen.

PROFESSIONAL ORGANIZATIONS

The Coordinators indicated that they belonged to 110 different professional organizations or associations at the local, state, or national level. Many of the coordinators indicated that they held membership in as many as five different organizations. Only ten of the professional organizations were tabulated which indicated multiple membership. A sample of the other organizations are as follows:

American Association of Junior College
American Heart Association
American Manufacturers Association
Carpenters Local
Cedarburg Education Association
Council-Hotel-Restaruant & Institute Education
Delta Pi Epsilon
Epsilon Sigma Phi
Kappa Delta Pi
Milwaukee Council for Adult Learning
Milwaukee Mental Health Association
National Council of English Teachers
National School Administrators
Northcentral Peach Officers
Northwest Peach Officers
Northwestern Wisconsin Education Association
Personnel Association
Plymouth Education Association
Safety Council
Society for Nutrition Education
St. Croix Valley Nurses Association
Technical Education Association
Transportation Club
Wausau Education Association
Wisconsin Council on Extension Education
Wisconsin Safety Council
Wisconsin Drivers Education
Wisconsin State Nurses Association
Wisconsin Valley Supervisory Council

OUT-OF-SCHOOL ORGANIZATIONS

Like many other citizens who become involved in civic and social affairs at the local or state level, the Coordinators are no exception. It is through this type of membership that many find an opportunity to discuss ideas of mutual interest. Again only 8 out of 92 different civic organizations were listed. Some of the other were as follows:

American Field Service
American Legion
Area Planning Council
Barron Company Agriculture Workers Association
Blatz Bond
BPOE
Business and Professional Women
Brown County Heart Association
CESA Board of Control
Christian Education
City Council
Commercial Club
Dale Carnegie
Dog Care Center
Ducks Unlimited
Eastern Star
Elks Club
Federal Women's Club
Holy Cross Home & School
Jaycees
Juneau High PTA
Kiwanis
Knights of Columbus
La Casa De Esperanzie
La Crosse Oktoberfest
League of Women Voters
Lions
LUEC-High School
Masonic Lodge
Neenah-Menasha Chapter of America
Association of Veteran Women
Optimists
Outagamie County Drug Council
Racine Adult Education Round Table
St. Vincent De Paul Society
Stout Alumni Association
United Fund
University Wisconsin/Faculty Wives
Veteran of Foreign Wars
Wausau Civic Music
YMCA-YWCA
Zonta

PERIODICALS

In order to keep abreast with technological changes and educational innovation Coordinators indicated that they subscribed or had available over 212 different periodicals. 20 of the most frequently read have been tabulated on Table V. The literature in most cases related mostly to their particular area of work or to the professional organization they were members. Besides those tabulated many of the Coordinators indicated that they read State and Federal government publications, various hourse organs and weekly or monthly newsstand publications. Some of the publications not listed in the table are as follows:

American Scholar
Apparel Manufacture
Audio Visual Instruction
Barron's
Business Teacher
Business Week
Chain Store Age
Change
Changing Times
Consumer Report
Curriculum Journal
Data Communications
Datamation
Design
Doanes Digest
Education Digest
Electronics
Extension Review
Food Services
Forbes
Forune
Gate Abstracts
Graphic Schools
Gourmet
Harper's
Hospital Week
Industrial Marketing
Industrial Shop Mag.
Institutions Feeding
Journal of Accountancy
Journal of Crime & Crim.
Journal of Finance
Journal of Research
Laser Focus
Law Review
Machinist
McCalls
Modern Schools
Nursing Research
Occp. Federal
Occp. Outlook Quart.
OSHA Material
Popular Science
Psychology Today
Physics Teacher
Reader's Digest
Rural Electrification
School Board Journal
School Food Journal
School Management
Teaching Topics
Techniques
Time
Today's Child
US News & World Report
Voc. Guid. Quart.
Vogue International
Wall Street Journal

CHAPTER V

REPORT OF FINDINGS

The data received for the second part of the survey relating Coordinators' tasks was tabulated and key punched for computer programming. The punched cards were run through the computer to determine the mean for each group. Next the sub tasks were arranged for both sections, that is, Frequency of Performance and Degree of Importance by listing the mean within each group. The range for each interval of the Frequency of Performance section was as follows:

Median Value	Frequency of Performance
0.00 to 1.50	0 - Never
1.51 to 2.50	1 - Semi-Annually
2.51 to 3.50	2 - Annually
3.51 to 4.50	3 - Monthly
4.51 to 5.50	4 - Weekly
5.51 to 6.50	5 - Daily

The range for each interval of the Degree of Importance was as follows:

Median Value	Degree of Importance
0.00 to 1.50	0 - None
1.51 to 2.50	1 - Low[9]

2.51 to 3.50	2 - Slight
3.51 to 4.50	3 - Medium
4.51 to 5.50	4 - Considerable
5.51 to 6.50	5 - High

The level of agreement for each sub task was also determined by using the interquartile statistics. The computer was used for this purpose and the range was computed as follows:

IQR - Value	Level of Agreement
1.50 to 1.66	High Level of Agreement
1.67 to 2.83	Moderate Level of Agreement
2.84 to 4.00	Low Level of Agreement

The IQR's value are found in Appendix B and are in parenthesis ( ) underneath the statistical tabulation for each task by each group of coordinators.

(9) Sub tasks which received a "1" level rated 2.50 or less for level of importance were considered as rejected coordinator responsibilities. Those rated 2.51 or higher were considered as valid coordinator responsibilities.

The instrument used has six major elements as identified from literature. Each of these six major elements were then further subdivided into specific tasks. Those tasks which received Degree of Importance of 2.51 or higher were considered as accepted by the sample as being valid Coordinators responsibilities. Tasks which received a median of 2.50 or less were considered as rejected Coordinators responsibilities.

Two statistics, median (MDn) are interquartile range (IQR), were used to evaluate the rating given the tasks in each of the major elements. The median for each task indicates the point at which one-half of the ratings are above and one-half below.

The median statistics were also used in the rating scale related to the approximate Frequency of Performance for each task.

The interquartile range (IQR) statistics were used to compare level of agreement among the responding Coordinators. The IQR encompasses the middle 50 percent of the ratings given a task Competency (Q_3-Q_1). The median is located within this range. The range for the IQR rating range could run from a high of .50 to a low of 4.00. The IQR statistics are found in Appendix-B, and are found under the median in (parenthesis).

The following tables give a summary of the responses to each of the six major elements and their tasks. The tasks are ranked from highest to lowest according to their median rating based upon the degree of importance. Preceeding each table is a series of statements enumerating those factors found in the tables to be of special interest or meaning to the stated purpose of the study.

The Appendix B will give the reader additional insight to pertinent data relating to the objective of the study. In both categories, Frequency of Performance and Degree of Importance, the reader will note a composite median tabulation of each task, also a tabulation of the reactions of individuals who have been Coordinators from one to three years and those who have been Coordinators four years or more. In the first three years' period, those Coordinators would be included who were issued a probationary certificate and those in the four-year or more classification would be Coordinators who have met all the requirements of a standard certificate.

The preceeding explaination before each set of table cites the results the Coordinators have rated the individual tasks as they pertain to the six elements of the study. The explaination, it will be noted, is based in some instances in the composite ratings as indicated in Appendix B but further explained in relationship to the weighted factor given each task according and the rank is based upon the Degree of Importance the Coordinators indicated.

PROGRAM PLANNING AND DEVELOPMENT -- 1.00

The above major element as presented in Table III, A-F, contains those tasks presumed conducted by Coordinators which would implement sound Program Planning and Development in order to initiate educational programs which should benefit individuals. The Table presents the tasks listed in rank order on the basis of median value for each task according to the Degree of Importance for each area of Coordination. The Coordinators of the six areas of Coordination regard the tasks in this area as having a considerable to a medium degree of importance and indicate that the tasks were performed either on an annual or semi-annual basis. One-third of the tasks in this area of Program Planning and Development relate to activities associated with advisory committees and apprenticeship programs which are considered as part-time vocational education programs. Task 1.03 was considered important by only three of the Coordinators, but all six of the Coordinators rejected this task as far as performance is concerned. For various reasons the Coordinators felt that there was no need for the District Board to approve advisory committee members. In Chapter 41.155 (13) Wisconsin Laws, the District Board is granted the prerogative and may assist in the formation of advisory committees. In certain instances, some Boards have made this a policy. Task 1.18 was also rejected by all Coordinators as far as performance is concerned and they rated the tasks having a low to a slight degree of importance. They all felt that in order to conduct a survey they didn't need the administrator's permission. Also, the Coordinators indicated that they never performed Tasks 1.05, 1.25, 1.26, and 1.27 which related to conducting surveys or gathering occupational information. It is possible that these tasks are either the function of the Department of Research or are not performed at all. More likely the Coordinators cooperate with the Research personnel of the school in seeking out information about occupations through research. Since the area concept of vocational-technical education, the majority of schools have added a Division of Research to their staff.

The remaining one-third of the tasks in this area related to programs and courses to which the Coordinators responded quite favorably with the exception of Task 1.15 which most of the Coordinators rejected. Again this task relates to the presentation of occupational program material to the District Board. This could be an administrative function. Some Boards insist that other than the administrative staff members make a presentation before the Board or a Committee of the Board which relates to the curriculum. This type of presentation aids Board members in making decisions when requests for allocation of funds occur, or it furnishes them an insight into how needs are met.

Several tasks which related to the budget, namely 1.30 and 1.32, were given a rating of medium weight. These tasks related to the allocation of financial resources for either equipment, services, or supplies which the Coordinator requested in order that the instructors could conduct the classes.

The tasks which were consistently rated from medium to considerable degree of importance and were conducted annually were Tasks 1.10, 1.22, and 1.29 by all of the Coordinators. These tasks relate to course offerings and contact with employers, unions, civic groups, and also the use of advisory committees in determining the need of instruction.

064

Also, Tasks 1.11, 1.12, 1.14, and 1.17 were given a favorable rating of medium weight for importance and were performed either on an annual or semi-annual basis. These tasks related to the course content and its relevancy to the occupation, identifying the topic content, and also the motivation of instructors to develop the course content.

The IQR's for Program Planning and Development Task Area 1.00, in the greatest majority of instances, fell into the level of agreement from a moderate rating to a very high level among the Coordinators. This rating holds true for both the Degree of Importance and Frequency of Performance for the tasks in this area.

TABLE III-A

Summary of Responses by Business Education Coordinators dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.06	4.48	1.12 -	Assess the relevancy of occupational course offerings.
2	3.00	4.42	1.29 -	Contact individual employers, unions, civic groups regarding needs of occupational training.
3	2.80	4.33	1.17 -	Supervise and motovate instructors in developing course content.
4	2.07	4.13	1.11 -	Identify unit topic content for courses.
5	1.72	3.93	1.14 -	Assist administration and instructional staff in long range educational program planning.
6	1.88	3.92	1.30 -	Prepare capital outlay budget proposal for new equipment.
7	2.00	3.88	1.21 -	Identify researchable problems relevant to manpower needs.
7	1.89	3.88	1.20 -	Interpret, evaluate, synthesize survey information.
9	1.10	3.69	1.05 -	Seek Advisory Committee advice in planning a task analysis occupation.
10	1.33	3.68	1.18 -	Obtain administrators approval to conduct survey.

TABLE III-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	1.75	3.60	1.06 -	Obtain Advisory Committee advice and approval for conducting occupational survey.
12	2.00	3.58	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
13.5	2.00	3.50	1.01 -	Suggest names for advisory committee members.
13.5	1.94	3.50	1.10 -	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.
15	2.11	3.43	1.31 -	Develop an occupational educational program based on suvey results.
16	1.81	3.40	1.07 -	Request Advisory Committee to assist in Long Range Planning.
17	1.88	3.38	1.19 -	Conduct occupational needs survey.
18.5	1.64	3.33	1.02 -	Organize an Ad Hoc Committee to explore the training needs of occupations.
18.5	.50	3.33	1.15 -	Prepare presentation of occupational program(s) before District Board.
20	1.82	3.30	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
20	1.77	3.30	1.32 -	Prepare an operating budget proposal for expandable supplies, services, and materials for department.

TABLE III-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
20	1.30	3.30	1.13 -	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.
23.5	3.00	3.21	1.22 -	Study literature relevant to manpower needs.
23.5	1.44	3.21	1.24 -	Obtain and analyze professional literature and reports pertaining to occupations.
25.5	1.38	3.19	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.
27.5	2.90	3.00	1.28 -	Monitor press, government, and private listing of employment opportunities.
27	1.92	3.00	1.16 -	Recommend textbooks, reference,and other instructional materials for courses being developed.
29.5	1.00	2.83	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related information.
29.5	.50	2.83	1.26 -	Prepare research proposals for District administrators consideration.
31.5	1.50	2.75	1.03 -	Obtain District Board approval of potential Advisory Committee members.

TABLE III-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
31.5	.36	2.75	1.25	- Conduct a manpower supply and demand survey.

TABLE III-B

Summary of Responses by General Education Coordinators dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.57	4.75	1.10	- Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.
2	3.50	4.72	1.17	- Supervise and motivate instructors in developing course content.
3	2.33	4.63	1.14	- Assist administration and instructional staff in long range educational program planning.
4	1.66	4.57	1.12	- Assess the relevancy of occupational course offerings.
5.5	2.50	4.50	1.29	- Contact individual employers, unions, civic groups regarding needs of occupational training.
5.5	1.70	4.50	1.16	- Recommend textbooks, reference, and other instructional materials for courses being developed.
7	1.81	4.33	1.31	- Develop an occupational educational program based on survey results.
8	1.71	4.17	1.11	- Identify unit topic content for courses.
9	1.64	4.10	1.21	- Identify researchable problems relevant to manpower needs.
10.5	2.00	4.00	1.32	- Prepare an operating budget proposal for expandable supplies, services, and materials for department.

TABLE III-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10.5	1.57	4.00	1.20 -	Interpret, evaluate, synthesize survey information.
10.5	1.25	4.00	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
10.5	1.14	4.00	1.19 -	Conduct occupational needs survey.
14	1.25	3.90	1.07 -	Request Advisory Committee to assist in Long Range Planning.
15	.14	3.83	1.15 -	Prepare presentation of occupational program(s) before District Board.
16	1.93	3.75	1.30 -	Prepare capital outlay budget proposal for new equipment.
17	.39	3.50	1.25 -	Conduct a manpower supply and demand survey.
18	1.63	3.42	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related information.
19.5	2.67	3.40	1.24 -	Obtain and analyze progessional literature and reports pertaining to occupations.
19.5	1.33	3.40	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
19.5	1.21	3.40	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.

TABLE III-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
19.5	1.20	3.40	1.05	- Seek Advisory Committee advice in planning a task analysis occupation.
23	1.25	3.33	1.09	- Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.
24	2.81	3.30	1.22	- Study literature relevant to manpower needs.
26	1.50	3.22	1.26	- Prepare research proposals for District Administrators consideration.
27	1.56	3.15	1.02	- Organize an Ad Hoc Committee to explore the training needs of occupations.
28.5	2.00	3.08	1.28	- Monitor press, government, and private listing of employment opportunities.
28.5	1.40	3.08	1.01	- Suggest names for Advisory Committee members.
30.5	1.17	3.00	1.18	- Obtain administrators approval to conduct survey.
30.5	.50	3.00	1.13	- Request Advisory Committee assistance in recruitment and placement of occupational program graduates.
32	1.00	2.25	1.03	- Obtain District Board approval of potential Advisory Committee members.

TABLE III-C

Summary of Responses by Home Economic Coordinators dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.00	4.79	1.30 -	Prepare capital outlay budget proposal for new equipment.
2.5	2.92	4.73	1.17 -	Supervise and motivate instructors in developing course content.
2.5	1.91	4.73	1.10 -	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.
4	1.89	4.65	1.32 -	Prepare an operating budget proposal for expandable supplies, services, and materials for department.
5.5	1.85	4.56	1.12 -	Assess the relevancy of occupational course offerings.
5.5	1.82	4.56	1.31 -	Develop an occupational educational program based on survey results.
7	2.50	4.50	1.25 -	Conduct a manpower supply and demand survey.
7	1.75	4.50	1.14 -	Assist administration and instructional staff in long range educational program planning.
7	1.25	4.50	1.26 -	Prepare research proposals for District administrators consideration.

TABLE III-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10	1.56	4.40	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
11.5	1.86	4.20	1.02 -	Organize an Ad Hoc Committee to explore the training needs of occupations.
11.5	1.82	4.20	1.20 -	Interpret, evaluate, synthesize survey information.
13	1.89	4.06	1.21 -	Identify researchable problems relevant to manpower needs.
14	2.21	4.00	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.
14	2.15	4.00	1.16 -	Recommend textbooks, reference, and other instructional materials for courses being developed.
16	1.78	4.00	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related information.
17	1.94	3.92	1.01 -	Suggest names for Advisory Committee members.
18.5	2.70	3.86	1.24 -	Obtain and analyze professional literature and reports pertaining to occupations.

TABLE III-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
18.5	1.71	3.86	1.13 -	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.
20	1.70	3.80	1.19 -	Conduct occupational needs survey.
21	1.89	3.75	1.11 -	Identify unit topic content for courses.
22	1.63	3.71	1.06 -	Obtain Advisory Committee advice and approval for conducting occupational survey.
23	1.33	3.60	1.05 -	Seek Advisory Committee advice in planning a task analysis occupation.
24	1.36	3.50	1.09 -	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.
24	1.14	3.50	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
26	.21	3.50	1.15 -	Prepare presentation of occupational program(s) before District Board.
27	2.69	3.38	1.22 -	Study literature relevant to manpower needs.
28	1.42	3.10	1.07 -	Request Advisory Committee to assist in Long Range Planning.
29.5	2.70	3.00	1.24 -	Obtain and analyze professional literature and reports pertaining to occupations.

TABLE III-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
29.5	1.25	3.00	1.25 -	Conduct a manpower supply and demand survey.
31	1.69	2.83	1.18 -	Obtain administrators approval to conduct survey.
32	.39	2.50	1.03 -	Obtain District Board approval of potential Advisory Committee members.

TABLE III-D

Summary of Responses by Agriculture Coordinators dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	3.00	4.67	1.29 -	Contact individual employers, unions, civic groups regarding needs of occupational training.
2	2.90	4.50	1.17 -	Supervise and motivate instructors in developing course content.
2	2.00	4.50	1.14 -	Assist administration and instructional staff in long range educational program planning.
2	1.67	4.50	1.31 -	Develop an occupational educational program based on survey results.
5.5	3.17	4.17	1.22 -	Study literature relevant to manpower needs.
5.5	2.00	4.17	1.07 -	Request Advisory Committee to assist in Long Range Planning.
5.5	1.94	4.17	1.30 -	Prepare capital outlay budget proposal for new equipment.
5.5	1.88	4.17	1.32 -	Prepare an operating budget proposal for expandable supplies, services, and materials for department.
9	1.90	4.13	1.13 -	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.
10	2.00	4.10	1.12 -	Assess the relevancy of occupational course offerings.

TABLE III-D

Agriculture Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10	1.67	4.10	1.21 -	Identify researchable problems relevant to manpower needs.
12	1.83	4.00	1.10 -	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.
12	1.75	4.00	1.19 -	Conduct occupational needs survey.
12	1.67	4.00	1.20 -	Interpret, evaluate, synthesize survey information.
15	1.75	3.90	1.16 -	Recommend textbooks, reference, and other instructional materials for courses being developed.
16	1.67	3.88	1.02 -	Organize an Ad Hoc Committee to explore the training needs of occupations.
17.5	3.17	3.75	1.24 -	Obtain and analyze professional literature and reports pertaining to occupations.
17.5	1.67	3.75	1.15 -	Prepare presentation of occupational program(s) before District Board.
19	1.87	3.67	1.06 -	Obtain Advisory Committee advice and approval for conducting occupational survey.
20	1.67	3.60	1.25 -	Conduct a manpower supply and demand survey.
21.5	3.50	3.50	1.28 -	Monitor press, government, and private listing of employment opportunities.

TABLE III-D

Agriculture Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
21.5	2.17	3.50	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.
21.5	1.93	3.50	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
21.5	1.70	3.50	1.05 -	Seek Advisory Committee advice in planning a task analysis occupation.
21.5	1.70	3.50	1.11 -	Identify unit topic content for courses.
21.5	1.50	3.50	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related material.
27	1.93	3.38	1.01 -	Suggest names for Advisory Committee members.
28	1.67	3.33	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
29	1.70	3.17	1.09 -	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.
30	.75	2.83	1.18 -	Obtain administrators approval to conduct survey.
31	.33	2.75	1.26 -	Prepare research proposals for District administrators consideration.
32	.50	.50	1.03 -	Obtain District Board approval of potential Advisory Committee members.

TABLE III-E

Summary of Responses by Health Coordinators dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1.5	1.38	4.92	1.20 -	Interpret, evaluate, synthesize survey information.
1.5	1.33	4.92	1.14 -	Assist administration and instructional staff in long range educational program planning.
3.5	1.88	4.90	1.12 -	Assess the relevancy of occupational course offerings.
3.5	1.00	4.90	1.11 -	Identify unit topic content for courses.
4.5	2.00	4.80	1.10 -	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.
4.5	1.92	4.80	1.30 -	Prepare capital outlay budget proposal for new equipment.
4.5	1.80	4.80	1.32 -	Prepare an operating budget proposal for expandable supplies, services, and materials for department.
4.5	1.13	4.80	1.02 -	Organize an Ad Hoc Committee to explore the training needs of occupations.
9.5	1.88	4.75	1.01 -	Suggest names for Advisory Committee members.
9.5	1.53	4.75	1.26 -	Prepare research proposals for District administrators consideration.

TABLE III-E

Health Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	3.20	4.63	1.24 -	Obtain and analyze professional literature and reports pertaining to occupations.
11.5	3.00	4.63	1.22 -	Study literature relevant to manpower needs.
11.5	3.00	4.63	1.17 -	Supervise and motivate instructors in developing course content.
11.5	1.80	4.63	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
11.5	1.67	4.63	1.21 -	Identify researchable proglems relevant to manpower needs.
11.5	1.33	4.63	1.19 -	Conduct occupational needs survey.
17	1.80	4.50	1.31 -	Develop an occupational educational program based on survey results.
17	1.00	4.50	1.03 -	Obtain District Board approval of potential Advisory Committee members.
17	.50	4.50	1.15 -	Prepare presentation of occupational program(s) before District Board.
20.5	2.63	4.00	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.
20.5	1.33	4.00	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related information.

TABLE III-E

Health Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
20.5	1.33	4.00	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
20.5	1.25	4.00	1.05 -	Seek Advisory Committee advice in planning a task analysis occupation.
24	1.92	3.75	1.06 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
25.5	1.67	3.50	1.25 -	Conduct a manpower supply and demand survey.
25.5	1.17	3.50	1.16 -	Recommend textbooks, reference, and other instructional materials for courses being developed.
27.5	2.25	3.38	1.29 -	Contact individual employers, unions, civic groups regarding needs of occupational training.
27.5	1.33	3.38	1.07 -	Obtain and analyze professional literature and reports pertaining to occupations.
29	1.25	3.17	1.18 -	Obtain administrators approval to conduct survey.
30	3.00	3.13	1.28 -	Monitor press, government, and private listing of employment opportunities.
31	1.33	3.08	1.13 -	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.

TABLE III-E

Health Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
32	.75	3.00	1.09 -	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.

TABLE III-F

Summary of Responses by Trades and Industry dealing with:

1.00 PROGRAM PLANNING AND DEVELOPMENT

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.50	4.59	1.12 -	Assess the relevancy of occupational course offerings.
2	2.04	4.54	1.11 -	Identify unit topic content for courses.
3	2.00	4.36	1.32 -	Prepare an operating budget proposal for expandable supplies, services, and materials for department.
4.5	1.94	4.31	1.30 -	Prepare capital outlay budget proposal for new equipment.
4.5	1.81	4.31	1.02 -	Organize an Ad Hoc Committee to explore the training needs of occupations.
6.5	3.27	4.27	1.29 -	Contact individual employers, unions, civic groups regarding needs of occupational training.
6.5	2.45	4.27	1.14 -	Assist administration and instructional staff in long range educational program planning.
8	1.79	4.25	1.07 -	Request Advisory Committee to assist in Long Range Planning.
9	1.86	4.21	1.31 -	Develop an occupational educational program based on survey results.
10	1.97	4.17	1.10 -	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.

TABLE III-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	3.55	4.13	1.17 -	Supervise and motivate instructors in developing course content.
12	1.33	4.08	1.20 -	Interpret, evaluate, synthesize survey information.
13	1.46	4.06	1.05 -	Seek Advisory Committee advice in planning a task analysis occupation.
14	1.90	4.05	1.08 -	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.
15	1.85	4.04	1.04 -	Organize/advise the Advisory Committee members of their role and function toward occupational training program.
16	.46	4.00	1.15 -	Prepare presentation of occupational program(s) before District Board.
17	1.45	3.90	1.21 -	Identify researchable problems relevant to manpower needs.
18	2.10	3.86	1.23 -	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.
19	1.55	3.81	1.19 -	Conduct occupational needs survey.
20	2.05	3.71	1.09 -	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.

TABLE III-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
21	1.29	3.68	1.06 -	Obtain Advisory Committee advice and approval for conducting occupational survey.
22	1.80	3.65	1.01 -	Suggest names for Advisory Committee members.
23	3.20	3.63	1.22 -	Study literature relevant to manpower needs.
24	1.30	3.61	1.27 -	Consult with and work with research staff in gathering occupational task analysis and related information.
25.5	2.00	3.55	1.16 -	Recommend textbooks, reference, and other instructional materials for courses being developed.
25.5	1.87	3.55	1.13 -	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.
27	2.98	3.36	1.24 -	Obtain and analyze progessional literature and reports pertaining to occupations.
28	.94	3.29	1.26 -	Prepare research proposals for District Administrators consideration.
29	1.25	3.21	1.25 -	Conduct a manpower supply and demand survey.
30	3.36	3.19	1.28 -	Monitor press, government, and private listing of employment opportunities.
31	1.42	2.94	1.18 -	Obtain administrators approval to conduct survey.

TABLE III-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
32	1.42	2.92	1.03 -	Obtain District Board approval of potential Advisory Committee members.

INSTRUCTIONAL PLANNING -- 2.00

Table IV, A-F, presents tasks in the major element of Instructional Planning and contains 53 tasks presumably performed by Coordinators. A composite tabulation (Appendix B) indicates a high rejection of the tasks by the Coordinators from the standpoint of importance and performance by Coordinators in Business Education, General Education, and Trades-Industry. Over one-half of the tasks were rejected. Coordinators in Agriculture and Health rejected two-thirds of the tasks. The tasks which had the heaviest rejection level were tasks that related to the "mechanics" inherent in Instructional Planning and could be performed by clerical help. Tasks such as 2.07 --maintain records; 2.08 --assist student scheduling; 2.09 --distribute certificates; 2.15 --assign course titles; 2.16 --prepare COF's; 2.18 --maintain certification files; 2.26 --gather student withdrawal record; --2.35, 2.36, 2.37, 2.38 --arrange financial help and programs for handicapped and disadvantaged students; 2.41 --cancel classes due to bad weather; 2.45 --prepare materials for duplication; 2.48 --schedule circuit instructors; 2.49 --supervise instructional media center; 2.50 --collect fees; and, 2.51 --arrange student enrollment procedures, were rated as having a slight to no degree of importance and were in the majority of cases never performed by Coordinators. The area concept for generation of more programs for more students dictates that routine tasks be performed by clerical staff and, in many cases, supervised or conducted by other Divisions within the school system. In this category, the Coordinator's basic objective was to plan and initiate educational programs to meet the needs of individuals.

Tasks which were regarded as having a medium to a considerable degree of importance and performed on a monthly or an annual basis were Tasks 2.03 --correlate instruction content with job training; 2.04 --assist instructors with instructional planning; 2.05 --organize adult classes; 2.21 --prepare budget for program operation; 2.27 --supervise instructional programs; 2.39 --develop retraining program for unemployment; 2.52 --direct curriculum revision based upon occupational trends and task analysis; and, 2.53 --direct course revision to instructional packages based on performance objectives.

According to Appendix B, the IQR's value were rated from a moderate to a very high level of agreement.

TABLE IV-A

Summary of Responses by Business Education Coordinators dealing with:

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.83	4.38	2.21	Prepare budget for operation of program.
2	2.00	4.30	2.05	Organize general adult classes.
3	3.67	4.29	2.27	Supervise the instructional process in classrooms and shops.
4	1.50	3.95	2.31	Confer with students regarding instructional program improvement.
5	.30	3.88	2.39	Develop retraining programs for the unemployed.
6	2.90	3.83	2.04	Assist instructors with instruction unit planning.
6	2.25	3.83	2.03	Correlate instruction content with on-the-job training and/or laboratory experience.
6	1.86	3.83	2.34	Identify and develop programs relevant for the disadvantaged.
9.5	1.90	3.75	2.53	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
9.5	1.80	3.75	2.22	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.

TABLE IV-B

Summary of Responses by General Education Coordinators dealing with·

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.90	4.80	2.05 -	Organize general adult classes.
2	3.50	4.77	2.04 -	Assist instructors with instruction unit planning.
3	3.63	4.67	2.27 -	Supervise the instructional process in classrooms and shops.
4	1.33	4.56	2.53 -	Direct course revision to develop instructional packages based on performance objectives.
5	1.89	4.50	2.21 -	Prepare budget for operation of program.
6.5	3.50	4.38	2.14 -	Review departmental staff requisitions.
6.5	2.25	4.38	2.03 -	Correlate instruction content with on-the-job training and/or laboratory experience.
8	2.33	4.25	2.34 -	Identify and develop programs relevant for the disadvantaged.
9.5	1.90	4.20	2.52 -	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
9.5	1.13	4.20	2.39 -	Develop retraining programs for the unemployed.
11	2.17	4.07	2.01 -	Develop instructional methodology for achieving course performance objectives.

TABLE IV-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12.5	1.17	4.00	2.02 -	Identify the competencies needs for entry into an occupation.
12.5	.25	4.00	2.49 -	Supervise programmed instructional media center.
14	1.13	3.92	2.37 -	Develop programs for the handicapped.
15	2.17	3.83	2.23 -	Request services of instructional staff for teaching course.
16	1.13	3.79	2.41 -	Cancel classes due to insufficient enrollment.
17.5	1.80	3.75	2.22 -	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.
17.5	1.17	3.75	2.16 -	Prepare course offering forms (COF's).
19	3.00	3.67	2.24 -	Discuss with faculty student progress.
20	.18	3.63	2.44 -	Discuss student work habits, attitudes, and proficiency with employers.
21.5	2.90	3.50	2.06 -	Observe if safety standards are maintained during instruction.
21.5	2.38	3.50	2.25 -	Obtain from students opinions regarding programs in which they are enrolled.
21.5	.83	3.50	2.32 -	Assist high school coordinators (LVEC) in developing occupational Coop. Program.

TABLE IV-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
21.5	.28	3.50	2.38 -	Arrange financial and other help for the handicapped.
25	1.25	3.40	2.31 -	Confer with students regarding instructional program improvement.
26	1.63	3.38	2.26 -	Gather data form student withdrawals and dropouts.
27	.93	3.38	2.51 -	Arrange for student enrollment procedures.
28.5	2.67	3.33	2.35 -	Arrange couseling services for disadvantage
28.5	2.50	3.33	2.10 -	Maintain application files of prospective instructors.
30	.90	3.30	2.18 -	Maintain certification files of instructors.
31	3.10	3.25	2.11 -	Secure substitutes for instructors.
32	1.13	3.20	2.43 -	Secure instructional materials from industrie and business.
33	1.17	3.13	2.42 -	Schedule rooms for classes to be offered.
34	2.90	3.10	2.17 -	Verify department payroll cards.
35	.67	3.00	2.08 -	Assist students with making class schedule
35	.88	3.00	2.12 -	Introduce instructors to students at first class meeting.
36	1.25	2.92	2.15 -	Assign course title and numbers.
37	1.86	2.83	2.28 -	Maintain equipment and instructional materials inventory for department.

TABLE IV-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
38	2.94	2.80	2.13 -	Consult with vendors of instructional supplies and equipment.
39	1.33	2.79	2.45 -	Prepare instructional materials with the use of various duplicating machines.
40.5	1.50	2.75	2.33 -	Check out supplies and equipment for instruction.
40.5	.50	2.75	2.47 -	Substitute for instructors in their absence.
42	.30	2.70	2.20 -	Recommend standards of competency and achievement which are for entry level requirements into an occupation.
43.5	1.25	2.67	2.46 -	Design record keeping forms for various educational programs.
43.5	.18	2.67	2.36 -	Arrange financial assistance for the disadvantaged.
45	.44	2.50	2.40 -	Cancel classes due to bad weather.
46	.23	2.50	2.50 -	Collect student fees.
47	1.17	2.25	2.09 -	Distribute certificates for short term courses.
48	.30	2.00	2.19 -	Develop job description using DOT descriptors.
49	.08	1.25	2.29 -	Discuss educational and skill progress of apprentice student with employer.
50	.07	.50	2.48 -	Schedule circuit instructors.
50	.07	.50	2.07 -	Maintain apprenticeship records for school, employer, union, and student.

TABLE IV-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
52	.04	.40	2.30 -	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.

TABLE IV-C

Summary of Responses by Home Economics Coordinators dealing with:

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.39	4.75	2.05	- Organize general adult classes.
2	2.07	4.64	2.03	- Correlate instruction content with on-the-job training and/or laboratory experience.
3	1.57	4.50	2.53	- Direct course revision to develop instructional packages based on performance objectives.
4	2.03	4.43	2.21	- Prepare budget for operation of program.
5.5	3.78	4.38	2.27	- Supervise the instructional process in classrooms and shops.
5.5	1.78	4.38	2.52	- Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
7	1.95	4.25	2.34	- Identify and develop programs relevant for the disadvantaged.
8.5	1.86	4.20	2.01	- Develop instructional methodology for achieving course performance objectives.
8.5	.83	4.20	2.39	- Develop retraining programs for the unemployed.
10.5	2.67	4.17	2.25	- Obtain from students opinions regarding programs in which they are enrolled.
10.5	2.21	4.17	2.23	- Request services of instructional staff for teaching course.

TABLE IV-C

Home Economics Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	2.75	4.13	2.04	- Assist instructors with instruction unit planning.
13.5	3.17	4.10	2.11	- Secure substitutes for instructors.
13.5	1.83	4.10	2.02	- Identify the competencies needs for entry into an occupation.
15.5	3.00	4.00	2.24	- Discuss with faculty student progress.
15.5	1.69	4.00	2.20	- Recommend standards of competency and achievement which are for entry level requirements into an occupation.
17	1.38	3.86	2.37	- Develop programs for the handicapped.
18	1.36	3.79	2.40	- Cancel classes due to insufficient enrollment.
19	1.29	3.75	2.16	- Prepare course offering forms (COF's).
20	.80	3.70	2.32	- Assist high school coordinators (LVEC) in developing occupational Coop. Program.
21	1.78	3.63	2.22	- Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.
22.5	2.50	3.50	2.31	- Confer with students regarding instructional program improvement.
22.5	1.09	3.50	2.42	- Schedule rooms for classes to be offered.
24.5	2.93	3.38	2.06	- Observe if safety standards are maintained during instruction.

TABLE IV-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
24.5	2.25	3.38	2.26 -	Gather data from student withdrawals and dropouts.
26	2.90	3.36	2.14 -	Review departmental staff requisitions.
27	2.64	3.25	2.13 -	Consult with vendors of instructional supplies and equipment.
28	3.33	3.17	2.10 -	Maintain application files of prospective instructors.
29.5	.83	3.10	2.35 -	Arrange counseling services for disadvantaged.
29.5	.50	3.10	2.44 -	Discuss student work habits, attitudes, and proficiency with employers.
31	2.00	3.08	2.28 -	Maintain equipment and instructional materials inventory for department.
32	2.00	3.07	2.43 -	Secure instructional materials from industries and business.
33	.31	3.00	2.47 -	Substitute for instructors in their absence.
34	3.00	2.88	2.24 -	Discuss with faculty student progress.
35	1.00	2.83	2.15 -	Assign course title and numbers.
36.5	3.00	2.75	2.33 -	Check out supplies and equipment for instruction.
36.5	1.56	2.75	2.19 -	Develop job description using DOT descriptors.

TABLE IV-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
36.5	1.00	2.75	2.51	Arrange for student enrollment procedures.
36.5	.23	2.75	2.29	Discuss educational and skill progress of apprentice student with employer.
40	2.00	2.70	2.45	Prepare instructional materials with the use of various duplicating machines.
41	1.14	2.67	2.46	Design record keeping forms for various educational programs.
41	.83	2.67	2.48	Schedule circuit instructors.
41	.43	2.67	2.41	Cancel classes due to bad weather conditions.
44	.79	2.63	2.08	Assist students with making class schedules.
45	1.38	2.60	2.09	Distribute certificates for short term courses.
46	.17	2.33	2.38	Arrange financial and other help for the handicapped.
47	.17	2.25	2.36	Arrange financial assistance for the disadvantaged.
48.5	.50	1.50	2.18	Maintain certification files of instructors.
48.5	.30	1.50	2.49	Supervise programmed instructional media center.
50	.86	1.30	2.12	Introduce instructors at first class meeting.
51	.58	1.17	2.50	Collect student fees.

TABLE IV-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
52	.23	.50	2.07 -	Maintain apprenticeship records for school, employer, union, and student.
53	.08	.42	2.30 -	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.

TABLE IV-D

Summary of Responses by Agriculture Education Coordinators dealing with:

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	3.00	4.17	2.27 -	Supervise the instructional process in classrooms and shops.
2	2.50	4.13	2.05 -	Organize general adult classes.
3	1.70	4.10	2.02 -	Identify the competencies needs for entry into an occupation.
4.5	1.88	4.00	2.21 -	Prepare budget for operation of program.
4.5	1.25	4.00	2.03 -	Correlate instruction content with on-the-job training and/or laboratory experience.
6.5	2.67	3.83	2.25 -	Obtain from students opinions regarding programs in which they are enrolled.
6.5	1.67	3.83	2.52 -	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
8	3.50	3.75	2.14 -	Review departmental staff requisitions.
9	2.93	3.75	2.24 -	Discuss with faculty student progress.
10	2.60	3.75	2.04 -	Assist instructors with instruction unit planning.
11	1.88	3.75	2.53 -	Direct course revision to develop instructional packages based on performance objectives.

TABLE IV-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	1.50	3.75	2.01 -	Develop instructional methodology for achieving course performance objectives.
13	1.25	3.67	2.34 -	Identify and develop programs relevant for the disadvantaged.
14.5	2.00	3.50	2.44 -	Discuss student work habits, attitudes, and proficiency with employers.
14.5	1.93	3.50	2.22 -	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.
14.5	1.50	3.50	2.31 -	Confer with students regarding instructional program improvement.
14.5	1.50	3.50	2.23 -	Request services of instructional staff for teaching course.
18	1.00	3.38	2.47 -	Substitute for instructors in their absence.
18	1.50	3.33	2.26 -	Gather data form student withdrawals and dropouts.
18	1.17	3.33	2.32 -	Assist high school coordinators (LVEC) in developing occupational Coop. Program.
21.5	1.25	3.25	2.16 -	Prepare course offering forms (COF's).
21.5	.50	3.25	2.37 -	Develop programs for the handicapped.
23	2.00	3.17	2.43 -	Secure instructional materials from industries and business.

TABLE IV-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
24	2.50	3.13	2.46	- Design record keeping forms for various educational programs.
25	3.00	3.00	2.06	- Observe if safety standards are maintained during instruction.
25	2.25	3.00	2.13	- Consult with vendors of instructional supplies and equipment.
25	1.70	3.00	2.20	- Recommend standards of competency and achievement which are for entry level requirements into an occupations.
25	1.50	3.00	2.39	- Develop retraining programs for the unemployed.
25	.33	3.00	2.29	- Discuss educational and skill progress of apprentice student with employer.
30	1.70	2.83	2.28	- Maintain equipment and instructional materials inventory for department.
31	1.00	2.50	2.51	- Arrange for student enrollment procedures.
31	.50	2.50	2.42	- Schedule rooms for classes to be offered.
31	.21	2.50	2.19	- Develop job description using DOT descriptors.
34	2.50	2.38	2.11	- Secure substitutes for instructors.
35	1.50	2.33	2.40	- Cancel classes due to insufficient enrollment.

TABLE IV-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
36	2.50	2.20	2.10	Maintain application files of prospective instructors.
37	.50	2.17	2.35	Arrange counseling services for disadvantaged.
38	1.00	2.00	2.12	Introduce instructors to students of first meeting.
38	1.00	2.00	2.09	Distribute certificates for short-term courses.
38	.21	2.00	2.30	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.
40.5	2.67	1.67	2.17	Verify department payroll cards.
40.5	.21	1.67	2.15	Assign course title and numbers.
42	.50	1.33	2.41	Cancel classes due to bad weather conditions.
43	.50	1.25	2.45	Prepare instructional materials with the use of various duplicating machines.
44	.33	1.17	2.50	Collect student fees.
45	.21	1.00	2.48	Schedule circuit instructors.
46	.33	.50	2.08	Assist students with making class schedules.
46	.13	.50	2.38	Arrange financial and other help for the handicapped.
46	.13	.50	2.36	Arrange financial assistance for the disadvantaged.

TABLE IV-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
49	.21	.38	2.33	Check out supplies and equipment for instruction.
49	.14	.38	2.18	Maintain certification files of instructors.
49	.06	.38	2.07	Maintain apprenticeship records for school, employer, union, and student.
52	.13	.30	2.49	Supervise programmed instructional media center.

TABLE IV-E

Summary of Responses by Health Education Coordinators dealing with:

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
2.5	1.33	5.00	2.52 -	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
2.5	1.25	5.00	2.53 -	Direct course revision to develop instructional packages based on performance objectives.
3.5	2.88	4.92	2.04 -	Assist instructors with instruction unit planning.
3.5	.75	4.92	2.02 -	Identify the competencies needs for entry into an occupation.
5	3.00	4.90	2.03 -	Correlate instruction content with on-the-job training and/or laboratory experience.
6.5	2.00	4.80	2.01 -	Develop instructional methodology for achieving course performance objectives.
6.5	1.33	4.80	2.27 -	Supervise the instructional process in classrooms and shops.
8.5	2.00	4.75	2.32 -	Assist high school coordinators (LVEC) in developing occupational Coop. Program.
8.5	.80	4.75	2.34 -	Identify and develop programs relevant for the disadvantaged.
10	1.50	4.67	2.43 -	Secure instructional materials from industries and business.

TABLE IV-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	2.00	4.63	2.10 -	Maintain application files of prospective instructors.
11.5	1.80	4.63	2.21 -	Prepare budget for operation of program.
13.5	2.50	4.50	2.05 -	Organize general adult classes.
13.5	2.50	4.50	2.11 -	Secure substitutes for instructors.
13.5	2.17	4.50	2.44 -	Discuss student work habits, attitudes, and proficiency with employers.
13.5	.67	4.50	2.20 -	Recommend standards of competency and achievement which are for entry level requirements into an occupation.
17	3.67	4.00	2.14 -	Review departmental staff requisitions.
18	2.67	3.75	2.24 -	Discuss with faculty student progress.
19	1.83	3.50	2.28 -	Maintain equipment and instructional materials inventory for department.
20	1.00	3.50	2.23 -	Request services of instructional staff for teaching course.
21	1.00	3.50	2.39 -	Develop retraining programs for the unemployed.
22	1.00	3.50	2.35 -	Arrange counseling services for disadvantaged.
23	.38	3.50	2.37 -	Develop programs for the handicapped.

TABLE IV-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
24.5	3.75	3.38	2.06 -	Observe if safety standards are maintained during instruction.
24.5	1.13	3.38	2.25 -	Obtain from students opinions regarding programs in which they are enrolled.
26	1.67	3.25	2.46 -	Design record keeping forms for various educational programs.
27	2.25	3.13	2.13 -	Consult with vendors of instructional supplies and equipment.
28	.83	3.00	2.22 -	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.
29	1.00	2.88	2.26 -	Prepare budget for operation of program.
30.5	1.00	2.83	2.09 -	Distribute certificates for short term courses.
30.5	.20	2.83	2.08 -	Assist students with making class schedules.
32	.38	2.75	2.16 -	Prepare course offering forms (COF's).
32	.38	2.75	2.19 -	Develop job description using DOT descriptors.
32	.38	2.75	2.31 -	Confer with students regarding instructional program improvement.
35	.50	2.50	2.36 -	Arrange financial assistance for the disadvantaged.
35	.38	2.50	2.15 -	Assign course title and numbers.

TABLE IV-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
35	.25	2.50	2.38	Arrange financial and other help for the handicapped.
38	1.00	2.00	2.40	Cancel classes due to insufficient enrollment.
39	.50	1.50	2.33	Check out supplies and equipment for instruction.
39	.33	1.50	2.12	Introduce instructors to students at first class meeting.
39	.25	1.50	2.45	Prepare instructional materials with the use of various duplicating machines.
42	.20	1.25	2.41	Cancel classes due to bad weather conditions.
43	.20	1.00	2.42	Schedule rooms for classes to be offered.
44.5	.20	.50	2.48	Schedule circuit instructors.
44.5	.08	.50	2.07	Maintain apprenticeship records for school, employer, union, and student.
46	.20	.38	2.47	Substitute for instructors in their absence.
47	.20	.33	2.30	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.
48	.20	.25	2.17	Verify department payroll cards.
48	.08	.25	2.51	Arrange for student enrollment procedures.

TABLE IV-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
48	0	.25	2.49 -	Supervise programmed instructional media center.
51	.08	.13	2.29 -	Discuss educational and skill progress of apprentice student with employer.
52	0	.10	2.50 -	Collect student fees.
53	0	0	2.18 -	Maintain certification files of instructors.

TABLE IV-F

Summary of Responses by Trades and Industry Education Coordinators dealing with:

2.00 INSTRUCTIONAL PLANNING

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.83	4.28	2.03 -	Correlate instruction content with on-the-job training and/or laboratory experience.
2	3.75	4.27	2.27 -	Supervise the instructional process in the classrooms and shops.
3	1.93	4.27	2.21 -	Prepare budget for operation of program.
4	1.55	4.21	2.53 -	Direct course revision to develop instructional packages based on performance objectives.
5	1.19	4.05	2.52 -	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
6	2.50	4.00	2.05 -	Organize general adult classes.
7	3.08	3.97	2.04 -	Assist instructors with instruction unit planning.
8.5	2.00	3.89	2.39 -	Develop retraining programs for the unemployed.
8.5	2.00	3.89	2.02 -	Identify the competencies needs for entry into an occupation.
10	4.06	3.80	2.06 -	Observe if safety standards are maintained during instruction.
11.5	2.70	3.79	2.25 -	Obtain from students opinions regarding programs in which they are enrolled.

TABLE IV-F

Trades and Industry Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	2.10	3.79	2.22 -	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.
13	1.17	3.77	2.32 -	Assist high school coordinators (LVEC) in developing occupational Coop. Program.
14	1.93	3.75	2.01 -	Develop instructional methodology for achieving course performance objectives.
14	1.39	3.75	2.34 -	Identify and develop programs relevant for the disadvantaged.
14	.92	3.75	2.37 -	Develop programs for the handicapped.
17	2.57	3.72	2.23 -	Request services of instructional staff for teaching course.
18	2.71	3.71	2.31 -	Confer with students regarding instructional program improvement.
19	1.19	3.70	2.20 -	Recommend standards of competency and achievement which are for entry level requirements into an occupation.
20	.90	3.67	2.29 -	Discuss educational and skill progress of apprentice student with employer.
21	4.00	3.50	2.06 -	Observe if safety standards are maintained during instruction.
22	1.67	3.43	2.30 -	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.

TABLE IV-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
23	3.11	3.37	2.24	Discuss with faculty student progress.
24	2.67	3.35	2.43	Secure instructional materials from industries and business.
25	1.44	3.29	2.16	Prepare course offering forms (COF's).
26	1.92	3.28	2.26	Gather data from student withdrawals and dropouts.
27	2.73	3.23	2.44	Discuss student work habits, attitudes, and proficiency with employers.
28	2.43	3.19	2.10	Maintain application files of prospective instructors.
29.5	3.40	3.14	2.13	Consult with vendors of instructional supplies and equipment.
29.5	.83	3.14	2.35	Arrange couseling services for disadvantaged.
31	1.75	3.10	2.46	Design record keeping forms for various educational programs.
32	1.80	3.00	2.28	Maintain equipment and instructional materials inventory for department.
32	.50	3.00	2.48	Schedule circuit instructors.
32	.41	3.00	2.07	Maintain apprenticeship records for school, employer, union, and student.
35	1.36	2.96	2.51	Arrange for student enrollment procedures.

TABLE IV-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
36	2.25	2.95	2.12	Introduce instructors to students at first class meeting.
37.5	2.25	2.88	2.42	Schedule rooms for classes to be offered.
37.5	1.46	2.88	2.40	Cancel classes due to insufficient enrollment.
39.5	3.75	2.75	2.11	Secure substitutes for instructors.
39.5	.75	2.75	2.08	Assist students with making class schedules.
41	.81	2.70	2.47	Substitute for instructors in their absence.
42	1.58	2.68	2.15	Assign course title and numbers.
43	.13	2.63	2.38	Arrange financial and other help for the handicapped.
44	.50	2.55	2.33	Check out supplies and equipment for instruction.
45	.16	2.33	2.36	Arrange financial assistance for the disadvantaged.
46.5	1.00	2.30	2.09	Distribute certificates for short term courses.
46.5	.43	2.30	2.19	Develop job description using DOT titles.
47	.31	2.17	2.18	Maintain certification files of instructors.
48	.46	2.00	2.45	Prepare instructional materials with the use of various duplicating machines.
49	.33	1.83	2.50	Collect student fees.
50	.41	1.38	2.41	Cancel classes due to bad weather conditions.

TABLE IV-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
51	.63	.65	2.17	- Verify department payroll cards.
52	0	.21	2.49	- Supervise programmed instructional media center.

EVALUATION --3.00

The tasks in the element of the Evaluation area as presented in Table V, A-F, consisted of tasks presumed performed by Coordinators. Task 3.12 was rejected by all of the Coordinators from the standpoint of importance and performance. This task related to the compulsory youth educational program. The concept of area school and lack of clear definition of responsibilities in the Wisconsin statutes and state directives which regulate compulsory youth school attendance has disenfranchised most of the students which fall into this category, namely, the "dropout" or the "putout" of the regular school system. Although their number was diminishing when the area school concept of vocational education was emerging, at this point in time the state is still faced with approximately 4,000 students not enrolled in any system of education and whose age group is 16-18 years of age. Most of the area schools accept some of these students within full-time programs by slotting them in classes they desire. Statistics indicate very few complete their objective partly due to lack of motivivation, loss of association with their peer group, and being in competition with individuals who are four to eight years older.

Task 3.06 relating to cost effectiveness of programs was considered slightly important by four of the Coordinators but never performed by any Coordinator. It is encouraging that this relatively new concept of evaluation of programs is being considered to assess the relevancy of instruction at this time. Task 3.08 relating to termination of programs was considered slightly important by four groups of Coordinators and low level of importance by the other two groups of Coordinators, but all indicated they never performed the task. As advancing technology makes skills and knowledge obsolete, Coordinators will need to be ever mindful of continuing courses which might prepare individuals with obsolete skills and knowledge. Reliance on advisory committee members advise regarding relevant instruction and also documentation of information from employer-employee groups which will alter course content or, in some instances, terminate a program, should be a function of the Coordinators.

An encouraging reaction by the Coordinators was the positive response from a medium to a considerable level of importance to Tasks 3.01, 3.02, 3.03, 3.04, 3.07, 3.09, and 3.10, all related to the Evaluation process, which they endorsed. The Frequency of Performance varied by their indications that some never performed the tasks to those who indicated that they were conducted on an annual basis.

The IQR's level of agreement varied dependent on the tasks from a high level of agreement to a low, but the greatest concentration was a moderate level of agreement for tasks in area 3.00. Task 3.14, pertaining to compulsory youth, and Task 3.12, relating to proficiency certification testing of instructors, were rated a composite value of .58 and .63 respectively, which indicated a very high level of agreement among the Coordinators that these two areas of responsibilities belong in another division than the area of coordination.

TABLE V-A

Summary of Responses by Business Education Coordinators dealing with:

3.00 EVALUATION

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.70	3.75	3.09 -	Prepare a summary report of program evaluation for administration and advisory committee members.
2.5	2.50	3.60	3.10 -	Appraise students' skill/knowledge performance in relation to educational course objectives.
2.5	1.86	3.60	3.04 -	Assist in self-study of educational programs.
4.5	1.22	3.50	3.01 -	Request assistance from Advisory Committee to evaluate program of instruction.
4.5	.83	3.50	3.02 -	Assist in the evaluation of occupational faculty competency.
6.5	1.50	3.25	3.14 -	Conduct an interest survey of potential student group(s).
6.5	.83	3.25	3.11 -	Arrange for skill/knowledge proficiency testing of students (pre- and post-instruction).
8	1.67	3.20	3.03 -	Assist in state sponsored program evaluation.
9	1.50	3.17	3.05 -	Assist in accrediting agency program evaluation.
10	1.50	3.00	3.07 -	Conduct a facilities and equipment evaluation.

TABLE V-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	.33	2.88	3.06 -	Conduct a cost effectiveness study of occupational programs.
12	.25	2.67	3.08 -	Develop a procedure whereby data can be used to terminate a program.
13	.08	2.25	3.13 -	Supervise compulsory youth educational programs.
14	.04	.50	3.12 -	Arrange for skill/knowledge proficiency certification testing of instructors.

TABLE V-B

Summary of Responses by General Education Coordinators dealing with:

3.00 EVALUATION

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.00	4.20	3.10 -	Appraise students' skill/knowledge performance in relation to educational course objectives.
2	1.64	4.08	3.09 -	Prepare a summary report of program evaluation for administration and advisory committee members.
3	1.38	3.88	3.11 -	Arrange for skill/knowledge proficiency testing of students (pre and post-instruction).
4	.50	3.80	3.07 -	Conduct a facilities and equipment evaluation.
5	1.33	3.70	3.14 -	Conduct an interest survey of potential student group(s).
6	.83	3.67	3.03 -	Assist in state sponsored program evaluation.
7	.38	3.63	3.08 -	Develop a procedure whereby data can be used to terminate a program.
8	1.36	3.60	3.01 -	Request assistance from Advisory Committee to evaluate program of instruction.
9.5	1.70	3.50	3.02 -	Assist in the evaluation of occupational faculty competency.
9.5	1.50	3.50	3.04 -	Assist in self-study of educational programs.

TABLE V-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	1.67	3.25	3.05	- Assist in accrediting agency program evaluation.
12	.23	2.50	3.06	- Conduct a cost effectiveness study of occupational programs.
13	.08	2.00	3.12	- Arrange for skill/knowledge proficiency certification testing of instructors.
14	.08	.50	3.13	- Supervise compulsory youth educational programs.

TABLE V-C

Summary of Responses by Home Economics Coordinators dealing with:

3.00 EVALUATION

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.86	4.56	3.04	Assist in self-study of educational programs.
2	1.36	4.56	3.02	Assist in the evaluation of occupational faculty competency.
3	1.21	4.13	3.01	Request assistance from Advisory Committee to evaluate program of instruction.
4.5	1.95	4.00	3.09	Prepare a summary report of program evaluation for administration and advisory committee members.
4.5	1.14	4.00	3.10	Appraise students' skill/knowledge performance in relation to educational course objectives.
6.5	1.69	3.50	3.14	Conduct an interest survey of potential student group(s).
6.5	1.63	3.50	3.07	Conduct a facilities and equipment evaluation.
8	1.25	3.17	3.03	Assist in state sponsored program evaluation.
9.5	.44	3.00	3.11	Arrange for skill/knowledge proficiency testing of students (pre-and post-instruction).
9.5	.33	3.00	3.06	Conduct a cost effectiveness study of occupational programs.

TABLE V-C

Home Economics Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	.44	2.50	3.05 -	Assist in accrediting agency program evaluation.
12	.13	2.00	3.12 -	Arrange for skill/knowledge proficiency certification testing of instructors.
13	.20	1.00	3.08 -	Develop a procedure whereby data can be used to terminate a program.
14	.10	.42	3.13 -	Supervise compulsory youth educational programs.

TABLE V-D

Summary of Responses by Agriculture Education Coordinators dealing with:

3.00 **EVALUATION**

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.90	4.50	3.02 -	Assist in the evaluation of occupational faculty competency.
2	1.83	4.00	3.09 -	Prepare a summary report of program evaluation for administration and advisory committee members.
3.5	1.94	3.90	3.03 -	Assist in state sponsored program evaluation.
3.5	1.88	3.90	3.01 -	Request assistance from Advisory Committee to evaluate program of instruction.
5	1.00	3.88	3.10 -	Appraise students' skill/knowledge performance in relation to educational course objectives.
6	1.83	3.67	3.04 -	Assist in self-study of educational programs.
7	1.79	3.33	3.07 -	Conduct a facilities and equipment evaluation.
8	1.94	3.25	3.14 -	Conduct an interest survey of potential student group(s).
9.5	.50	2.50	3.05 -	Assist in accrediting agency program evaluation.
9.5	.33	2.50	3.08 -	Develop a procedure whereby data can be used to terminate a program.
11	.21	.50	3.06 -	Conduct a cost effectiveness study of occupational programs.

TABLE V-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	.13	.50	3.11 -	Arrange for skill/knowledge proficiency testing of student (pre- and post-instruction.)
11	.13	.50	3.12 -	Arrange for skill/knowledge proficiency certification testing of instructors.
14	.13	.33	3.13 -	Supervise compulsory youth educational programs.

TABLE V-E

Summary of Responses by Health Education Coordinators dealing with:

3.00 EVALUATION

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
2.5	1.33	5.00	3.02	Assist in the evaluation of occupational faculty competency.
2.5	.50	5.00	3.12	Arrange for skill/knowledge proficiency certification testing of instructors.
4.5	1.63	4.80	3.05	Assist in accrediting agency program evaluation.
4.5	1.33	4.80	3.09	Prepare a summary report of program evaluation for administration and advisory committee members.
6	1.25	4.63	3.04	Assist in self-study of educational programs.
7	1.00	4.50	3.10	Appraise students' skill/knowledge performance in relation to educational course objectives.
8	1.25	4.25	3.11	Arrange for skill/knowledge proficiency testing of students (pre- and post-instruction).
9	.20	3.50	3.08	Develop a procedure whereby data can be used to terminate a program.
10.5	1.80	3.33	3.03	Assist in state sponsored program evaluation.
10.5	1.25	3.33	3.07	Conduct a facilities and equipment evaluation.
12	1.00	3.13	3.01	Request assistance from Advisory Committee to evaluate program of instruction.

TABLE V-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
13	.10	3.00	3.06 -	Conduct a cost effectiveness study of occupational programs.
14	.08	.33	3.14 -	Conduct an interest survey of potential student group(s).
14	.00	.33	3.13 -	Supervise compulsory youth educational programs.

TABLE V-F

Summary of Responses by Trades and Industry Education Coordinators dealing with:

3.00 EVALUATION

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.13	4.21	3.02 -	Assist in the evaluation of occupational faculty competency.
2	1.79	4.05	3.09 -	Prepare a summary report of program evaluation for administration and advisory committee members.
3	1.82	3.93	3.01 -	Request assistance from Advisory Committee to evaluate program of instruction.
4	1.89	3.86	3.05 -	Assist in accredinting agency program evaluation.
5	1.76	3.83	3.07 -	Conduct a facilities and equipment evaluation.
6	1.56	3.58	3.10 -	Appraise students' skill/knowledge performance in relation to educational course objectives.
7.5	1.00	3.50	3.03 -	Assist in state sponsored program evaluation.
7.5	.63	3.50	3.08 -	Develop a procedure whereby data can be used to terminate a program.
9	1.84	3.40	3.04 -	Assist in self-study of educational programs.
10	.75	3.14	3.11 -	Arrange for skill/knowledge proficiency testing of students (pre-and post-instruction.)

TABLE V-F

Trades and Industry Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	1.25	3.06	3.06 -	Conduct a cost effectiveness study of occupational programs.
12.5	.67	3.00	3.14 -	Conduct an interest survey of potential student group (s).
12.5	.16	3.00	3.12 -	Arrange for skill/knowledge proficiency certification testing of instruction.
14	.09	.35	3.13 -	Supervise compulsory youth educational programs.

TABLE IV-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	1.64	3.67	2.52 -	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.
11.5	1.17	3.67	2.26 -	Gather data from student withdrawals and dropouts.
13	3.56	3.60	2.14 -	Review departmental staff requisitions.
14	1.67	3.57	2.25 -	Obtain from students opinions regarding programs in which they are enrolled.
15	2.30	3.50	2.01 -	Develop instructional methodology for achieving course performance objectives.
15	.67	3.50	2.38 -	Arrange financial and other help for the handicapped.
15	.50	3.50	2.37 -	Develop programs for the handicapped.
18	2.80	3.33	2.24 -	Discuss with faculty student progress.
19	1.60	3.31	2.02 -	Identify the competencies needs for entry into an occupation.
20	1.75	3.28	2.23 -	Request services of instructional staff for teaching course.
21.5	2.50	3.25	2.10 -	Maintain application files of prospective instructors.
21.5	1.25	3.25	2.45 -	Prepare instructional materials with the use of various duplicating machines.

TABLE IV-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
23	2.50	3.08	2.11 -	Secure substitutes for instructors.
24	2.83	3.07	2.43 -	Secure instructional materials from industries and business.
25.5	2.86	3.00	2.13 -	Consult with vendors of instructional supplies and equipment.
25.5	1.75	3.00	2.20 -	Recommend standards of competency and achievement which are for entry level requirements into an occupation.
25.5	1.50	3.00	2.16 -	Prepare course offering forms (COF's).
25.5	1.00	3.00	2.47 -	Substitute for instructors in their absence.
29	2.00	2.92	2.44 -	Discuss student work habits, attitudes, and proficiency with employers.
30	.67	2.88	2.06 -	Observe if safety standards are maintained during instruction.
31	1.20	2.79	2.51 -	Arrange for student enrollment procedures.
32.5	.88	2.75	2.12 -	Introduce instructor to students first meeting.
32.5	.75	2.75	2.48	Schedule circuit instructors.
34	2.00	2.70	2.43 -	Secure instructional materials from industries and business.
35	1.20	2.67	2.09 -	Distribute certificates for short term courses.
36.5	1.50	2.50	2.28 -	Maintain equipment and instructional materials inventory for department.

TABLE IV-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
36.5	1.00	2.50	2.15	- Assign course title and numbers.
38	.38	2.33	2.35	- Arrange financial assistance for the disadvantaged.
39	.44	2.25	2.08	- Assist students with making class schedules.
40.5	1.33	2.17	2.46	- Design record keeping forms for various educational programs.
40.5	.50	2.17	2.17	- Verify department payroll cards.
42	.25	2.16	2.18	- Maintain certification files of instructors.
43	1.50	2.00	2.40	- Cancel classes due to insufficient enrollment.
44	.33	1.67	2.19	- Develop job description using DOT descriptors.
45	3.00	1.40	2.33	- Check out supplies and equipment for instruction.
46	.44	1.25	2.50	- Collect student fees.
47.5	.14	.50	2.49	- Supervise programmed instructional media center.
47.5	.0[illegible]	.50	2.07	- Maintain apprenticeship records for school, employer, union, and student.
49	.39	.43	2.41	- Cancel classes due to bad weather conditions.

TABLE IV-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
50.5	.08	.42	2.38 -	Arrange financial and other help for the handicapped.
50.5	.08	.42	2.36 -	Arrange financial assistance for the disadvantaged.
52.5	.08	.33	2.29 -	Discuss educational and skill progress of apprentice student with employer.
52.5	.04	.33	2.30 -	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.

PUBLIC RELATIONS -- 4.00

The Table VI, A-F, presents the tasks relating to Public Relation functions presumed performed by the Coordinators. Public Relations is basically the assimilation and dispersion of information by various media about the school, its staff, its educational program, and its offerings. Since it is the basic function of the Coordinators to discover the educational needs of adults by gathering information and then initiating educational programs to meet these needs, it behooves the Coordinator to publicize the educational program.

The majority of tasks in this major element were rated at a high medium degree of importance and performed on an annual and semi-annual basis. Task 4.18, relating to advisory committee meetings which can serve as a means of publicizing school functions, was rejected by all the Coordinators with the exception of Trades and Industry and Agriculture Coordinators who indicated they met on an annual or semi-annual basis. It is highly possible that the area school concept has brought a new group of individuals into the educational system and Coordinators in other areas of coordination have not had experience in utilizing the advisory committee concept.

Task 4.05, assist in graduation planning, was rejected as never being performed and also rated low in importance. It is possible that part-time program graduates do not need to have a formal graduation ceremony. Many graduates or those who complete a certain course are awarded a certificate without much fanfare. With changing concepts of open entry and open completion of course content, the idea of a graduation ceremony might become just a memory.

Task 4.06 affords the Coordinator the opportunity to serve on high school occupational advisory committees to assist LVEC's. This was rejected as never being performed with the exception of Health and Agriculture Educational Coordinators. All Coordinators rated the task as having a slight to a medium degree of importance.

Task 4.16, employ role playing, was rejected by all the Coordinators as having no importance and never performed.

In answering in the affirmative and rating the tasks 4.01 and 4.20 from a moderate to considerable degree of importance and performed quite frequent the Coordinators indicated that they assume the responsibility of writing and releasing information about classes to the news media as their particular responsibility. Although these tasks might be clerical in nature the Coordinator should be the source for program information.

The IQR's for Public Relations tasks ranged from a high to a moderate level of agreement in frequency of performance and degree of importance as indicated in Appendix B.

TABLE VI-A

Summary of Responses by Business Education Coordinators dealing with:

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.25	4.10	4.08	- Participate as a consultant to business and industry regarding the educational role of the school.
2	2.79	4.06	4.17	- Present talks to out-of-school group(s).
3.5	3.25	4.00	4.19	- Work cooperatively with high school staff.
3.5	2.90	4.00	4.01	- Publicize classes to be offered in newspapers, radio, television, and other news media.
3.5	2.88	4.00	4.20	- Plan and write program flyers and brochures.
3.5	1.67	4.00	4.18	- Serve as liaison for the school administration and the Advisory Committee.
7	2.50	3.94	4.11	- Maintain liaison with employment agencies.
8	.90	3.88	4.06	- Serve as member of High School Occupational Advisory Committee assisting LVEC's.
9	2.50	3.86	4.12	- Maintain liaison with high school districts.
10	1.81	3.85	4.21	- Present district school goals and objectives to high school career day's participants.
11	.33	3.80	4.10	- Maintain liaison with labor organizations.
12	2.10	3.75	4.14	- Assume role as conference leader.

TABLE VI-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
13	2.00	3.63	4.02 -	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.
14	1.33	3.50	4.04 -	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
15	1.64	3.38	4.03 -	Publicize Advisory Committee (s) appointments, membership, and role function to the school and community.
16	1.92	3.19	4.15 -	Conduct panel discussion.
17	1.90	2.92	4.09 -	Provide display in school and community about occupational programs.
18.5	1.67	2.90	4.13 -	Prepare plans for field trip.
18.5	.43	2.90	4.16 -	Employ role-playing techniques.
20	1.61	2.88	4.07 -	Conduct Open House for staff members and community.
21	.40	1.00	4.05 -	Assist in graduation planning.

TABLE VI-B

Summary of Responses by General Education Coordinators dealing with:

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.80	4.38	4.07 -	Conduct Open House for staff members and community.
2.5	3.10	4.25	4.02 -	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.
2.5	2.94	4.25	4.01 -	Publicize classes to be offered in newspapers, radio, television, and other news media.
4	2.25	4.11	4.20 -	Plan and write program flyers and brochures.
5	1.75	4.10	4.17 -	Present talks to out-of-school group(s).
6.5	2.70	4.00	4.12 -	Maintain liaison with high school districts.
6.5	1.75	4.00	4.08 -	Participate as a consultant to business and industry regarding the educational role of the school.
8	2.50	3.90	4.19 -	Work cooperatively with high school staff.
9	2.13	3.86	4.14 -	Assume role as conference leader.
10.5	1.80	3.83	4.18 -	Serve as liaison for the school administration and the Advisory Committee.
10.5	1.50	3.83	4.21 -	Present district school goals and objectives to high school career day's participants.

TABLE VI-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	1.63	3.58	4.15 -	Conduct panel discussion.
13.5	1.08	3.50	4.09 -	Provide display in school and community about occupational programs.
13.5	.18	3.50	4.06 -	Serve as member of High School Occupationa Advisory Committee assisting LVEC's.
15	.83	3.38	4.10 -	Maintain liaison with labor organizations.
16	1.33	3.36	4.04 -	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
17	1.67	3.33	4.03 -	Publicize Advisory Committee (s) appointments, membership, and role function to the school and community.
18	1.17	3.17	4.11 -	Maintain liaison with employment agencies.
19	.50	2.75	4.05 -	Assist in graduation planning.
20	.33	2.50	4.13 -	Prepare plans for field trip.
21	.12	1.50	4.16 -	Employ role-playing techniques.

TABLE VI-C

Summary of Responses by Home Economics Education Coordinators dealing with:

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	3.30	4.79	4.01 -	Publicize classes to be offered in newspapers, radio, television, and other news media.
2	1.25	4.57	4.18 -	Serve as liaison for the school administration and the Advisory Committee.
3	2.17	4.50	4.20 -	Plan and write program flyers and brochures.
3	1.39	4.50	4.04 -	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
3	1.21	4.50	4.12 -	Maintain liaison with high school districts.
6	1.67	4.40	4.21 -	Present district school goals and objectives to high school career day's participants.
7	2.00	4.25	4.17 -	Present talks to out-of-school group(s).
8	1.38	4.17	4.08 -	Participate as a consultant to business and industry regarding the educational role of the school.
9	3.00	4.13	4.02 -	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.
10.5	1.79	4.00	4.03 -	Publicize Advisory Committee(s) appointments, membership, and role function to the school and community.

TABLE VI-C

Home Economics Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10.5	1.75	4.00	4.14	- Assume role as conference leader.
12	1.70	3.83	4.15	- Conduct panel discussion.
12	1.67	3.83	4.19	- Work cooperatively with high school staff.
12	1.00	3.83	4.11	- Maintain liaison with employment agencies.
15	1.83	3.50	4.09	- Provide display in school and community about occupational programs.
16	1.82	3.00	4.07	- Conduct Open House for staff members and community.
17	.33	2.88	4.06	- Serve as member of High School Occupationa Advisory Committee assisting LVEC's.
18	.43	2.75	4.16	- Employ role-playing techniques.
19	.80	2.57	4.13	- Prepare plans for field trip.
20	.38	1.50	4.05	- Assist in graduation planning.
21	.14	.50	4.10	- Maintain liaison with labor organizations.

TABLE VI-D

Summary of Responses by Agriculture Coordinators dealing with:

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	3.10	4.79	4.12 -	Maintain liaison with high school districts.
2.5	2.75	4.50	4.18 -	Serve as liaison for the school administration and the Advisory Committee.
2.5	2.17	4.50	4.17 -	Present talks to out-of-school- group(s).
4	3.00	4.25	4.19 -	Work cooperatively with high school staff.
5.5	2.50	4.00	4.01 -	Publicize classes to be offered in newspapers, radio, television, and other news media.
5.5	1.90	4.00	4.21 -	Present district school goals and objectives to high school career day's participants.
7.5	1.90	3.50	4.08 -	Participate as a consultant to business and industry regarding the educational role of the school.
7.5	1.75	3.50	4.14 -	Assume role as conference leader.
9	1.50	3.38	4.15 -	Conduct panel discussion.
10	1.90	3.33	4.04 -	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
11.5	2.50	3.25	4.02 -	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.

TABLE VI-D

Agriculture Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	2.00	3.25	4.03 -	Publicize Advisory Committee (s) appointments, membership, and role function to the school and community.
11.5	1.25	3.25	4.20 -	Plan and write program flyers and brochures.
14	1.75	3.17	4.09 -	Provide display in school and community about occupational programs.
15	1.50	3.00	4.11 -	Maintain liaison with employment agencies.
16	1.67	2.83	4.07 -	Conduct Open House for staff members and community.
17.5	1.50	2.75	4.06 -	Serve as member of High School Occupationa Advisory Committee assisting LVEC's.
17.5	.50	2.75	4.16 -	Employ role-playing techniques.
19	.50	2.67	4.05 -	Assist in graduation planning.
20.5	.33	2.50	4.10 -	Maintain liaison with labor organizations.
20.5	.33	1.50	4.13 -	Prepare plans for field trip.

TABLE VI-E

Summary of Responses by Health Education Coordinators dealing with:

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.13	4.50	4.18	Serve as liaison for the school administration and the Advisory Committee.
2.5	2.50	4.00	4.17	Present talks to out-of-school group(s).
2.5	2.00	4.00	4.11	Maintain liaison with employment agencies.
2.5	1.75	4.00	4.02	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.
2.5	1.75	4.00	4.10	Maintain liaison with labor organizations.
6	1.38	3.75	4.08	Participate as a consultant to business and industry regarding the educational role of the school.
7.5	2.63	3.50	4.06	Serve as member of High School Occupational Advisory Committee assisting LVEC's.
7.5	1.75	3.50	4.19	Work cooperatively with high school staff.
7.5	1.25	3.50	4.14	Assume role as conference leader.
7.5	1.25	3.50	4.01	Publicize classes to be offered in newspapers, radio, television, and other news media.
11.5	1.67	3.33	4.12	Maintain liaison with high school districts.

TABLE VI-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	1.00	3.33	4.15 -	Conduct panel discussion.
13	1.63	3.20	4.20 -	Plan and write program flyers and brochures.
14	1.90	3.17	4.09 -	Provide display in school and community about occupational programs.
15.5	1.38	3.13	4.21 -	Present district school goals and objectives to high school career day's participants.
15.5	.80	3.13	4.04 -	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
17.5	1.00	3.00	4.03 -	Publicize Advisory Committee(s) appointments, membership, and role function to the school and community.
17.5	.50	3.00	4.16 -	Employ role-playing techniques.
19	1.75	2.92	4.13 -	Prepare plans for field trip.
20	1.63	2.83	4.07 -	Conduct Open House for staff members and community.
21	.50	2.75	4.05 -	Assist in graduation planning.

TABLE VI-F

Summary of Responses by Trades and Industry Education Coordinators dealing with·

4.00 PUBLIC RELATIONS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	3.00	4.25	4.10	- Maintain liaison with labor organizations.
2	3.05	4.19	4.18	- Serve as liaison for the school administration and the Advisory Committee.
3	2.50	4.11	4.14	- Assume role as conference leader.
4	2.86	4.10	4.11	- Maintain liaison with employment agencies.
5	2.79	4.00	4.19	- Work cooperatively with high school staff.
6	2.54	3.91	4.17	- Present talks to out-of-school group(s).
7	1.94	3.89	4.15	- Conduct panel discussion.
8	2.63	3.86	4.20	- Plan and write program flyers and brochures.
9	2.50	3.83	4.08	- Participate as a consultant to business and industry regarding the educational role of the school.
10	2.50	3.79	4.04	- Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.
11	2.64	3.78	4.12	- Maintain liaison with high school districts.
12	1.43	3.71	4.21	- Present district school goals and objectives to high school career day's participants.
13.5	2.70	3.58	4.01	- Publicize classes to be offered in newspapers, radio, television, and other news media.

TABLE # VI-F

Trades and Industry Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
13.5	2.28	3.58	4.02 -	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.
15	1.00	3.25	4.16 -	Employ role-playing techniques.
16	1.50	3.19	4.03 -	Publicize Advisory Committee (s) appointments, membership, and role function to the school and community.
17	1.50	3.14	4.09 -	Provide display in school and community about occupational programs.
18	2.00	3.06	4.13 -	Prepare plans for field trip.
19	.57	2.86	4.06 -	Serve as member of High School Occupationa Advisory Committee assisting LVEC's.
20	1.87	2.67	4.07 -	Conduct Open House for staff members and community.
21	1.50	2.50	4.05 -	Assist in graduation planning.

STUDENTS -- 5.00

Table VIII, A-F, lists the 13 tasks presumed performed by Coordinators in relationships to the students enrolled in the educational program.

All Coordinators rated most of the tasks in this area a low degree of importance to a slight degree of importance. Nearly all of the tasks were rated as never performed. The Task 5.01, arrange high school student visit to the area school, was rated a medium degree of importance and performed annually by all the Coordinators. Since Coordinators work with the outlying schools in arranging for facilities to conduct adult courses, it is an opportunity for them to arrange for high school staff and students to visit the central facilities. Also this affords the student to learn of the offerings of the area school.

It is indicative that most of these tasks which relate to the full-time student are not the responsibility of the Coordinators. At one time, before the area school concept, many of these tasks were performed by Coordinators for the benefit of the students in the part- and full-time programs who were between the ages of 16 and 18 years. The responsibilities to these students have minimized since the enrollment of the 16- to 18-year olds have been very few in number and, if they are enrolled, they are in the full-time program. In some schools these students are treated in special type programs admitted by special arrangement with the high school district.

The main function of the Coordinator has been with the adult student.

The IQR's were listed from a moderate to a very high level of agreement among the Coordinators for this set of tasks as indicated in the Appendix B.

TABLE VII-A

Summary of Responses by Business Education Coordinators dealing with:

5.00 STUDENTS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.83	3.50	5.01	Arrange for high school student groups to visit Area Vocational-Technical School.
2	.44	3.10	5.02	Conduct student seminar on techniques of employment interview.
3	.33	3.00	5.03	Serve in advisory capacity in the promotion of student leadership clubs.
3	.30	3.00	5.13	Evaluate student organization.
3	.28	3.00	5.12	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.
6	.08	2.83	5.04	Arrange state and national participation of students in club organization.
7	.25	2.75	5.11	Assist students with financial management of student organization.
8.5	.39	2.50	5.10	Obtain Administration approval to establish a student organization.
8.5	.13	2.50	5.06	Establish a procedure for attending First Aid needs of students.
10.5	.30	2.25	5.08	Orient students to student organizations.
10.5	.08	2.25	5.07	Maintain record of safety instruction in department consistent with safety laws.

TABLE VII-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12.5	.04	.50	5.05 -	Participate in promoting local extra-curricula sports and activities for student body.
12.5	.04	.50	5.09 -	Direct initiation activities of student organization.

TABLE VII-B

Summary of Responses by General Education Coordinators dealing with:

5.00 STUDENTS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	.75	3.10	5.01	Arrange for high school student groups to visit Area Vocational-Technical School.
2	.23	3.00	5.07	Maintain record of safety instruction in department consistent with safety laws.
3	.17	2.83	5.02	Conduct student seminar on techniques of employment interview.
4	.23	2.67	5.03	Serve in advisory capacity in the promotion of student leadership clubs.
5	.23	2.63	5.08	Orient students to student organizations.
6.5	.23	2.50	5.05	Participate in promoting local extra-curricular sports and activities for student body.
6.5	.12	2.50	5.04	Arrange state and national participation of students in club organization.
6.5	.12	2.50	5.07	Maintain record of safety instruction in department consistent with safety laws.
6.5	.07	2.50	5.13	Evaluate student organization.
10	.08	2.00	5.10	Obtain Administration approval to establish a student organization.
11	.04	.40	5.12	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.

TABLE VII-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	.03	.40	5.09	- Direct initiation activities of student organizations.
11	.03	.40	5.11	- Assist students with financial management of student organization.

TABLE VII-C

Summary of Responses by Home Economics Coordinators dealing with:

5.00 IMPORTANCE

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	.50	3.90	5.01 -	Arrange for high school student groups to visit Area Vocational-Technical School.
2	1.64	3.25	5.07 -	Maintain record of safety instruction in department consistent with safety laws.
3	.39	2.83	5.03 -	Serve in advisory capacity in the promotion of student leadership clubs.
3	.20	2.83	5.02 -	Conduct student seminar on techniques of employment interview.
3	.33	2.63	5.06 -	Establish a procedure for attending First Aid needs of students.
6	.39	2.50	5.04 -	Arrange state and national participation of students in club organization.
7	.33	.50	5.13 -	Evaluate student organization.
8	.25	.50	5.12 -	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.
9	.25	.50	5.11 -	Assist students with financial management of student organization.
10	.25	.50	5.08 -	Orient students to student organizations.
11	.18	.50	5.10 -	Obtain Administration approval to establish a student organization.

TABLE VII-C

Home Economic Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	.18	.50	5.10 -	Obtain Administration approval to establish a student organization.
12	.25	.43	5.05 -	Participate in promoting local extra-curricula sports and activities for student body.
13	.08	.29	5.09 -	Direct initiation activities of student organizations.

TABLE VII-D

Summary of Responses by Agriculture Coordinators dealing with:

5.00 STUDENTS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.70	3.33	5.01 -	Arrange for high school student groups to visit Area Vocational-Technical School.
2	.06	2.67	5.02 -	Conduct student seminar on techniques of employment interview.
3	.50	2.50	5.06 -	Establish a procedure for attending First Aid needs of students.
4	.21	1.75	5.03 -	Serve in advisory capacity in the promotion of student leadership clubs.
5	.33	1.50	5.07 -	Maintain record of safety instruction in department consistent with safety laws.
6.5	.21	1.00	5.08 -	Orient students to student organizations.
6.5	.13	1.00	5.12 -	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.
8	.21	.75	5.13 -	Evaluate student organization.
9	.33	.50	5.10 -	Obtain Administration approval to establish a student organization.
10.5	.13	.38	5.05 -	Participate in promoting local extra-curricular sports and activities for student body.
10.5	.13	.38	5.04 -	Arrange state and national participation of students in club organization.

TABLE VII-D

Agriculture Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12.5	.13	.20	5.[illegible]1 -	Assist students with financial management of student organization.
12.5	.06	.20	5.09 -	Direct initiation activities of student organizations.

TABLE VII-E

Summary of Responses by Health Education Coordinators dealing with:

5.00 STUDENTS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	.75	3.13	5.01	Arrange for high school student groups to visit Area Vocational-Technical School.
2	.25	3.00	5.04	Arrange state and national participation of students in club organization.
3.5	.38	2.75	5.03	Serve in advisory capacity in the promotion of student leadership clubs.
3.5	.38	2.75	5.13	Evaluate student organization.
3.5	.38	2.75	5.09	Direct initiation activities of student organizations.
3.5	.25	2.75	5.02	Conduct student seminar on techniques of employment interview.
7.5	.63	2.67	5.08	Orient students to student organizations.
7.5	1.00	2.50	5.06	Establish a procedure for attending First Aid needs of students.
7.5	.50	2.50	5.07	Maintain record of safety instruction in department consistent with safety laws.
7.5	.50	2.50	5.11	Assist students with financial management of student organization.
11	.38	2.50	5.10	Obtain Administration approval to establish a student organization.

TABLE VII-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	1.00	1.00	5.05 -	Participate in promoting local extra-curricula sports and activities for student body.
13	.25	.50	5.12 -	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.

TABLE VII-F

Summary of Responses by Trades and Industry Coordinators dealing with:

5.00 STUDENTS

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.67	3.72	5.07 -	Maintain record of safety instruction in department consistent with safety laws.
2	1.00	3.06	5.06 -	Establish a procedure for attending First Aid needs of students.
3	1.50	2.83	5.01 -	Arrange for high school student groups to visit Area Vocational-Technical School.
4	.35	2.75	5.08 -	Orient students to student organizations.
5	.23	2.67	5.02 -	Conduct student seminar on techniques of employment interview.
6	.21	2.58	5.10 -	Obtain Administration approval to establish a student organization.
7	.26	2.56	5.04 -	Arrange state and national participation of students in club organization.
8	.26	2.33	5.03 -	Serve in advisory capacity in the promotion of student leadership clubs.
9	.22	1.83	5.05 -	Participate in promoting local extra-curricular sports and activities for student body.
10.5	.20	1.67	5.13 -	Evaluate student organization.
10.5	.17	1.67	5.12 -	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.

TABLE VII-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	.11	.50	5.11 -	Assist students with financial management of student organization.
13	.09	.39	5.09 -	Direct initiation activities of student organizations.

PROFESSIONAL GROWTH -- 6.00

The 15 tasks in Professional Growth area 6.00 were tasks presumed performed by Coordinators. Task 6.06, attend school board meetings, was rejected as never being performed and was considered as having a slight degree of importance. Task 6.07, prepare articles for professional journals, was considered in the same way. Task 6.05, relating to arrangement of exhibits; Task 6.11, direct in-service program; and, Task 6.09, attend Coordinators' meetings at state level, were rated as having a slight to a medium degree of importance but were rated as never being performed by the Business Education and General Education Coordinators.

The other Coordinators indicated that they do attend on an annual basis. Task 6.10 attend WAVAE was rated positive by all Coordinators. From comments by individual Coordinators in the first part of the survey this particular area affords a most opportune time for Coordinators to structure a more formal program rather than the conventional attendance with a speaker or a field trip arrangement. Many of the Coordinators felt that this should be a workshop situation and should be conducted at least twice a year rather than only a WAVAE. The suggestions also volunteered was that the meeting could be a swap-shop type of meeting and that the meetings concern themselves with coterminous district area and state wide implication for the goals and mission of Coordination.

Task 6.13, screen and select instructional staff, was rated a considerable degree of importance and performed semi-annually. The positive consideration to this task by Coordinators indicate that they should have an input in the screening and selection of the instructor. Task 6.08, attend district level meetings; Task 6.03, maintain a professional library; Task 6.02, maintain active membership in professional associations; and, Task 6.12, establish communication channels, were all rated as a medium degree of importance and performed on an annual or semi-annual basis.

The IQR's ranged from a low level of agreement to a high level of agreement. The greatest majority of the tasks were rated a moderate level of agreement.

TABLE VIII-A

Summary of Responses by Business Education Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.00	4.61	6.13	- Screen and select instructional part- and full-time staff.
2	2.05	4.50	6.02	- Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
3	1.83	4.00	6.01	- Prepare a budget for travel and professional growth for department.
4	1.28	3.88	6.11	- Direct In-Service program.
5	3.20	3.75	6.03	- Maintain professional library of books, periodicals, and other current literature.
6	1.83	3.67	6.16	- Assist new school personnel in understanding policies and regulations of the school.
7	2.90	3.50	6.12	- Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.
7	1.50	3.50	6.14	- Serve as an officer of a professional organization.
7	.43	3.50	6.06	- Attend district school board meetings.
10	.22	3.33	6.07	- Prepare articles for professional journals.
11	3.00	3.25	6.08	- Attend called coordinators' meetings at District level.

TABLE VIII-A

Business Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	1.83	3.17	6.10 -	Attend Coordination Meeting at WAVAE Convention.
13	1.27	3.07	6.09 -	Attend called coordinators' meetings at State level.
14	1.83	2.90	6.04 -	Interpret state certification requirements for staff members.
15	.31	2.88	6.05 -	Arrange local and state exhibits and contests.

TABLE VIII-B

Summary of Responses by General Education Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.50	4.75	6.13	- Screen and select instructional part- and full-time staff.
2	1.25	4.67	6.11	- Direct In-Service program.
3	1.83	4.50	6.16	- Assist new school personnel in understanding policies and regulations of the school.
4	3.61	4.25	6.08	- Attend called coordinators' meetings at District level.
5	2.17	4.10	6.12	- Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.
6.5	2.75	4.00	6.03	- Maintain professional library of books, periodicals, and other current literature.
6.5	2.08	4.00	6.02	- Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
8	1.00	3.90	6.09	- Attend called coordinators' meetings at State level.
9	1.08	3.70	6.04	- Interpret state certification requirements for staff members.
10.5	1.17	3.63	6.14	- Serve as an officer of a professional organization.

TABLE VIII-B

General Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10.5	1.88	3.60	6.01 -	Prepare a budget for travel and professional growth for department.
12	1.93	3.29	6.10 -	Attend Coordination Meeting at WAVAE Convention.
13	.17	3.00	6.07 -	Prepare articles for professional journals.
14	.39	2.92	6.06 -	Attend district school board meetings.
15	.28	2.67	6.05 -	Arrange local and state exhibits and contests.

TABLE VIII-C

Summary of Responses by Home Economics Education Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.80	4.82	6.13 -	Screen and select instructional part- and full-time staff.
2.5	1.83	4.70	6.09 -	Attend called coordinators' meetings at State level.
2.5	1.50	4.70	6.11 -	Direct In-Service program.
4	3.05	4.61	6.08 -	Attend called coordinators' meetings at District level.
5	2.58	4.40	6.03 -	Maintain professional library of books, periodicals, and other current literature.
6.5	2.03	4.38	6.02 -	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
6.5	1.97	4.38	6.01 -	Prepare a budget for travel and professional growth for department.
8	1.93	4.30	6.16 -	Assist new school personnel in understanding policies and regulations of the school.
9.5	1.85	4.00	6.04 -	Interpret state certification requirements for staff members.
9.5	1.83	4.00	6.12 -	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.

TABLE VIII-C

Home Economics Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11	1.97	3.75	6.10	- Attend Coordination Meeting at WAVAE Convention.
12	.15	3.17	6.07	- Prepare articles for professional journals.
13	1.69	3.10	6.14	- Serve as an officer of a professional organization.
14	1.50	3.00	6.05	- Arrange local and state exhibits and contests.
15	.22	2.50	6.06	- Attend district school board meetings.

TABLE VIII-D

Summary of Responses by Agriculture Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.90	4.67	6.13	Screen and select instructional part- and full-time staff.
2	1.14	4.50	6.09	Attend called coordinators' meetings at State level.
3	2.21	4.25	6.03	Maintain professional library of books, periodicals, and other current literature.
4	3.08	4.17	6.08	Attend called coordinators' meetings at District level.
5	1.60	4.13	6.14	Serve as an officer of a professional organization.
6.5	1.94	4.00	6.01	Prepare a budget for travel and professional growth for department.
6.5	1.90	4.00	6.11	Direct In-Service program.
8	1.67	3.90	6.07	Prepare articles for professional journals.
9	2.00	3.83	6.02	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
10.5	1.93	3.75	6.16	Assist new school personnel in understanding policies and regulations of the school.
10.5	1.70	3.75	6.05	Arrange local and state exhibits and contests.

TABLE VIII-D

Agriculture Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
12	1.50	3.50	6.12 -	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.
13	1.67	3.25	6.10 -	Attend Coordination Meeting at WAVAE Convention.
14	1.75	3.10	6.04 -	Interpret state certification requirements for staff members.
15	1.70	2.00	6.06 -	Attend district school board meetings.

TABLE VIII-E

Summary of Responses by Health Education Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	1.08	5.00	6.13 -	Screen and select instructional part- and full-time staff.
2.5	2.75	4.80	6.12 -	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.
2.5	2.38	4.80	6.02 -	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
4.5	2.75	4.75	6.08 -	Attend called coordinators' meetings at District level.
4.5	1.80	4.75	6.09 -	Attend called coordinators' meetings at State level.
6	1.63	4.50	6.07 -	Prepare articles for professional journals.
7	1.80	4.25	6.01 -	Prepare a budget for travel and professional growth for department.
8.5	2.25	4.00	6.16 -	Assist new school personnel in understanding policies and regulations of the school.
8.5	2.33	3.50	6.03 -	Maintain professional library of books, periodicals, and other current literature.
10.5	1.80	3.50	6.10 -	Attend Coordination Meeting at WAVAE Convention.

TABLE VIII-E

Health Education Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
10.5	2.00	3.38	6.11 -	Direct In-Service program.
12	1.33	3.38	6.04 -	Interpret state certification requirements for staff members.
13	2.00	3.13	6.14 -	Serve as an officer of a professional organization.
14	.38	2.83	6.05 -	Arrange local and state exhibits and contests.
15	.25	2.75	6.06 -	Attend district school board meetings.

TABLE VIII-E

Summary of Responses by Trades and Industry Coordinators dealing with:

6.00 PROFESSIONAL GROWTH

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
1	2.58	4.42	6.13 -	Screen and select instructional part- and full-time staff.
2	1.40	3.92	6.11 -	Direct In-Service program.
3	2.00	3.90	6.16 -	Assist new school personnel in understanding policies and regulations of the school.
4	2.71	3.80	6.12 -	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.
5	.46	3.75	6.07 -	Prepare articles for professional journals.
6	1.88	3.57	6.01 -	Prepare a budget for travel and professional growth for department.
7.5	3.07	3.56	6.08 -	Attend called coordinators' meetings at District level.
7.5	1.59	3.56	6.09 -	Attend called coordinators' meetings at State level.
9	2.08	3.50	6.02 -	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.
10	1.94	3.39	6.14 -	Serve as an officer of a professional organization.

TABLE VIII-F

Trades and Industry Coordinators

RANK	FREQUENCY OF PERFORMANCE Mdn	DEGREE OF IMPORTANCE Mdn	ITEM	TASK
11.5	1.98	3.27	6.10 -	Attend Coordination Meeting at WAVAE Convention.
11.5	1.89	3.27	6.04 -	Interpret state certification requirements for staff members.
13	2.46	3.22	6.03 -	Maintain professional library of books, periodicals, and other current literature.
14	.47	2.92	6.06 -	Attend district school board meetings.
15	1.66	2.89	6.05 -	Arrange local and state exhibits and contests.

Implications

It is evident from the findings that the role of the Coordinator is the vehicle for the deliverance of the part-time adult educator program for the Wisconsin System of Vocational-Technical-Adult Education.

The preparation for the role requires special disciplines which will project him or her into many roles as salesman, organizer, leader, researcher, and a practitioner in pragmatic understanding---- An individual that is in constant touch with the economic and manpower needs within his district and the state through personal contacts and reference to current reports and news releases through various media; an individual who is articulate about his or her program in particular and have more than just a familiarity of the mission and policies of his own school; one who can set realistic short and long range goals and objectives and has a plan to carry them to fruition. Also the area the Coordinator represents should reflect his or her previous area of training as far as skills and knowledge. The Coordinator should be able to "talk the language" of the trade or technology.

The Coordinator must also be able to deliver courses which must fulfill needs of individuals who desire esthetic values through courses which would lead to worthy use of leisure time.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Through review of literature and drawing from experience of individuals such as instructors of Coordination courses and Coordinators, six major elements of Coordination practices were isolated. These six major elements were then further divided into various specific tasks and/or competencies inherent to the position of the Coordinator in the present Vocational-Technical-Adult Education system of Wisconsin. After detailing the task for each element, they were consolidated into an instrument entitled "The Process of Coordination - A Task Analysis." The instrument was tested for clarity with individuals in coordination classes.

After the final format was agreed upon by the advisors, the instrument was mailed out to the Coordinators in the 18 districts of the Vocational-Technical-Adult Education system of Wisconsin. 134 instruments were sent out and 109 returned; however, only 91 were valid for use in the compilation of the final results.

Of the six major elements, receiving the highest rating was Element 1.00 "Program Planning and Development," from the objective of being important requiring the greater amount of skill and knowledge to perform. The Coordinators indicated that the tasks were performed on a range from a monthly, to semi-annual, to annual basis.

The three tasks in Program Planning and Development -- 1.15, 1.25, and 1.26 -- were considered important but were rejected by most of the Coordinators as far as performance.

The working with advisory committee members, union, employees, employers, and lay people in discovering needs and planning program strategies involves much of the Coordinators' time, effort, and expertise. It is in this area that some Coordinators indicate the need for help.

The next highest rated element was 2.00 "Instructional Planning." The tasks in this area related to securing of instructors from either the full-time staff or individuals having the skills and knowledge to carry out the educational process. Again the Coordinator must allocate an appreciable amount of time to the tasks related to the instructional process.

Many of the tasks in both of these important areas are performed during the late afternoon or evenings when the part-time education program fits into the time schedule. This then means that the Coordinator must adapt to a varying work schedule in order to establish communication with all concerned.

Tasks in both these areas were rejected, but, in some cases, considered important were tasks which related to research, surveys, and clerical functions. These tasks, no doubt, they felt were the responsibilities of other divisions of the school. The Coordinators emphatically indicated that their main objective was to discover needs and plan part-time instructional programs.

Element 4.00 "Public Relations" was given a moderate degree of importance. The Coordinator must depend upon the majority of the tasks in this area to develop the contract to bring his program to the attention of the public. To perform the tasks in this element the Coordinator must budget his time because it involves a great deal in individual or group contact. Also the Coordinator must make use of the mass media such as newspapers, radio, television, and production and distribution of flyers to the general and specific public.

In the above elements the tasks which were related to clerical functions were rejected as their responsibilities. Also many of the Coordinators rejected the tasks dealing with surveys and research. Since most schools have a research department these responsibilities are related to them.

The other three elements were 3.00 "Evaluation," 5.00 "Students," and, 6.00 "Professional Growth." Some of their tasks were rated as having a considerable to a moderate degree of importance but were rarely and never performed. Although evaluation fared a little better the Coordinator felt that many of the tasks could be performed by other supervisory personnel. They were greatly concerned with relevancy of instructional content to the needs of the individual.

The tasks in 5.00 "Student," which related to the full-time student were rejected since their contact with full-time students is minimal.

The area which received a moderate degree of importance was 6.00 "Professional Growth." Although Task 6.08 was given considerable rating for meeting either monthly or even weekly at the district level there should be more frequent meetings between Coordinators of coterminous districts. This would afford them an opportunity to discover needs compatible to a regional area.

From the results of the study, it would appear that the Coordinators devote a great deal of their time in discovering needs of individuals or of special groups and developing programs to meet those needs. From readings of reports it is indicative that they are producing results since enrollments are increasing. The survey doesn't indicate how good the results are but should be ascertained by another study.

Conclusion

The findings of this study concludes that the Coordinators in the WVTA education districts responding to the survey agreed with the six major elements. The degree of agreement varied with the elements dependent upon the area of coordination but not to a significant amount to warrant a statement that would negate anyone single element. The difference lies most in the task performed and considered important within the elements. Of the 148 tasks listed, 36 per cent were rejected as never performed and 19 percent of the tasks were rated low in importance.

The following statements reflect a general agreement to tasks as related to the various elements in the study as indicated by the Coordinators:

1. Program Planning and Development should be done with a scientific approach for the purpose of establishing realistic goals and objectives for the allocation of resources.
2. Needs surveys should be a continuous process adding or deleting information to the program management data bank.
3. The use of Advisory Committees in program and instructional planning in multifarious occupations will encumber the Coordinator's time and skill to a greater degree than in the past.
4. The area of apprenticeship is being extended to different occupations giving consideration to other ethnic groups and will involve the Coordinator for leadership.
5. Program planning and instructional planning should involve the Coordinator in short range and long range goals with in-school and out-of-school resource personnel.
6. Evaluation of programs and instruction should be a continuous input system related to relevancy of student objectives and occupational goals.
7. Broad program publicity should be a concerted effort of assigned staff but not the exclusive time consuming responsibility of the Coordinator. This could be a delegated function.
8. The Coordinators responsibilities to the adult student in the part-time program has taken on a greater connotation than to the student in the full-time program.
9. The Coordinator is less responsive to student clubs and school organizations because of district reorganization.
10. Coordinators should become more familiar and employ modern concepts to all the six elements of coordination one of which would be managing by objectives.

Suggestion For Further Study

As a result of this study, the author suggests the following topics for further research and consideration:

1. Reconstruct the task analysis instrument to reinforce the validity of the major elements.
2. Eliminate the tasks which were rejected by the Coordinators and reinforce the validity of these tasks in the questionnaire.
3. Administer the task analysis instrument to all Vocational-Technical-Adult School Coordinators, but provide separation of Coordinators of the part-time and full-time programs if such dual functions prevail.
4. Make findings and recommendations available to all who are interested.
5. Develop through the resource of the center for Vocational-Technical Adult Education, University of Wisconsin, Stout regional and statewide participatory workshops for identifying Coordinators responsibilities and developing strategies in light of the mission of the VTAE districts.

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APPENDIX A

THE PROCESS OF COORDINATION -- A TASK ANALYSIS

THE PROCESS OF COORDINATION

COORDINATION

ROLES, TASKS, KNOWLEDGE/SKILLS, TRAINING NEEDS INVENTORY

Chapter 292 of the Wisconsin Statutes brought to fruition a new concept in Vocational-Technical Adult Education when all portions of the state were included in new districts. Within the organizational structure, the districts were both geographically and demographically enhanced, thus the functional responsibilities of the coordination changed.

The purpose of this comprehensive inventory is to gather opinions of professional persons who perform coordination tasks in the area of Vocational-Technical-Adult Education field. There are no right or wrong answers and no preferred pattern of response. Your responses will be kept confidential and the compilation made from these inventories will be reported in statistical form.

The ultimate objective of the study is to provide information which will indicate the type of course content which should be considered in revising the coordination course to provide the skills and knowledge for individuals who aspire to the role of present day coordinator.

FOR THE PURPOSE OF THIS SURVEY, THE TERMS USED ARE DEFINED AS FOLLOWS:

(1) TASKS: Activities performed in order to bring to fruition programs or courses which will meet the needs of the people of the District.

(2) FREQUENCY OF PERFORMANCE: Time cycle in which tasks are performed to get results.

(3) DEGREE OF IMPORTANCE: The amount of knowledge/skill required to perform the task to accomplish meaningful results.

1.00 PROGRAM PLANNING-DEVELOPMENT

The tasks performed in this category deals with the techniques used to ascertain the needs of the District through Advisory Committee help, surveys, literature, and other agencies.

2.00 INSTRUCTIONAL PLANNING

The tasks in this category are means for structuring courses, designating instruction units, lesson planning, identifying resources, and developing instructional materials.

3.00 EVALUATION

The tasks in this category deal with the evaluation process relating to students, instruction, staff, and equipment-facilities.

4.00 PUBLIC RELATIONS

The task in this category is for promoting and publicizing the educational programs and activities of the school in the community.

5.00 STUDENTS

The tasks in this category relate to the students in the full- and part-time programs, adult and apprentice programs, and the club organizations which promote leadership abilities of the students who participate.

6.00 PROFESSIONAL GROWTH

The task in this category relate to the professional growth activities staff members engage in order to upgrade and keep current within their profession.

FACT SHEET

Please complete the following FACT SHEET and the TASK INVENTORY to the best of your knowledge and return by May 15, 1972. If you have any questions, please contact D. J. Bordini, Fox Valley Technical Institute, 1825 North Bluemound Drive, Appleton, Wisconsin 54911 -- Phone 414-739-8831.

NAME______________________ AGE________ DISTRICT NAME__________________

DISTRICT NUMBER________ YEARS AS COORDINATOR _______ AREA OF COORDINATION______________

YEARS AS TEACHER_______ MAJOR AREA OF TEACHING______________________

YEARS AS SUPERVISOR______ MAJOR AREA OF SUPERVISION______________________

YEARS OF WORK EXPERIENCE_____ MAJOR AREA OF WORK______________________

EMPLOYED AS COORDINATOR---

FULL-TIME _____ NO. OF HOURS PER WEEK_____ NO. OF WEEKS PER YEAR _____

PART-TIME_____ NO. OF HOURS PER WEEK _____ NO. OF WEEKS PER YEAR _____

NO. OF HOURS WORKED IN EVENINGS _______ (Exclusive of above-listed hours)

NO. OF EVENINGS WORKED PER WEEK _______ (Exclusive of above-listed hours)

CERTIFICATION:________ PROVISIONAL _______ NUMBER OF YEARS HELD
:________ STANDARD _______ NUMBER OF YEARS HELD

DID YOU COMPLETE AN APPRENTICESHIP_______ WHAT TRADE ______________________

DO YOU HAVE A JOURNEYMAN'S CARD________

EDUCATIONAL ATTAINMENT: CIRCLE HIGHEST COMPLETION AND FILL IN ADDITIONAL CREDITS BEYOND DEGREE: BS+ _____CREDITS; MS+ ______CREDITS: PhD______

DO YOU FEEL AN INDIVIDUAL SHOULD SERVE AN INTERNSHIP AS A COORDINATOR:________________

HOW LONG: ____

LIST THE PROFESSIONAL JOURNALS AND PERIODICALS YOU READ:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

WOULD YOU BE WILLING TO ATTEND WORKSHOPS RELATING TO COORDINATION ACTIVITIES:__________

LIST TYPE: ____

QUARTERLY ________________ SEMI-ANNUALLY________________ SUMMER SESSIONS______

LENGTH OF SESSIONS ____

WOULD YOU DESIRE A FULL DAY OF COORDINATION ACTIVITIES DURING THE WAVAE CONVENTION:______

PROGRAM SUGGESTIONS: ____

____

____

CHECK THE LIST OF COMMITTEES YOU HAVE BEEN ASSIGNED:

_____ Salary
_____ Open House
_____ Curriculum
_____ Facilities
_____ Site Selection
_____ Administrative Council
_____ Retirement
_____ Recruitment
_____ Research
_____ Instructional
_____ Student Services
_____ Club _______________
_____ Evaluation
_____ Other _______________
____

CIVIC ORGANIZATIONS TO WHICH YOU BELONG:

_______________ _______________
_______________ _______________

CHECK PROFESSIONAL ORGANIZATION MEMBERSHIP:

_____ WAVAE (Wisconsin Association Vocational-Adult Education)
_____ A.V.A. (American Vocational Association)
_____ W.E.A. (Wisconsin Education Association)
_____ N.E.A. (National Education Association)
_____ APGA (American Personnel and Guidance Association)
_____ APA (American Psychological Association)
_____ PDK (Phi Delta Kappa)

OTHERS:

____
____
____
____
____
____

THE PROCESS OF COORDINATION

A Task Analysis

DIRECTIONS: Listed on the following pages are TASKS (1) performed by coordinators to bring to fruition Occupational[1] Training Programs. Please note the task and circle the appropriate number you think is applicable under (2) "Approximate Frequency of Performance." Under (3) "Degree of Importance," circle the number of the category you feel is appropriate based upon skill/knowledge an individual as a coordinator must have to perform the task successfully. At the end of each category you may write in tasks which you think should have been included. (1) Occupational[1] includes all Vocational-Technical-Adult Education Programs.

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF COORDINATION (Knowledge/Skill) (circle one)					
1.00	PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.01	Suggest names for Advisory Committee members.	0	1	2	3	4	5	0	1	2	3	4	5
1.02	Organize an Ad Hoc Committee to explore the training needs of occupations.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
1.00	PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.03	Obtain District Board approval of potential Advisory Committee members.	0	1	2	3	4	5	0	1	2	3	4	5
1.04	Organize/advise the Advisory Committee members of their role and function toward occupational training program.	0	1	2	3	4	5	0	1	2	3	4	5
1.05	Seek Advisory Committee advice in planning a task analysis occupation.	0	1	2	3	4	5	0	1	2	3	4	5
1.06	Obtain Advisory Committee advice and approval for conducting occupational survey.	0	1	2	3	4	5	0	1	2	3	4	5
1.07	Request Advisory Committee to assist in Long Range Planning.	0	1	2	3	4	5	0	1	2	3	4	5
1.08	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
1.00	PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.09	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.	0	1	2	3	4	5	0	1	2	3	4	5
1.10	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.	0	1	2	3	4	5	0	1	2	3	4	5
1.11	Identify unit topic content for courses.	0	1	2	3	4	5	0	1	2	3	4	5
1.12	Assess the relevancy of occupational course offerings.	0	1	2	3	4	5	0	1	2	3	4	5
1.13	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.	0	1	2	3	4	5	0	1	2	3	4	5
1.14	Assist administration and instructional staff in long range educational program planning.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
1.00	PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.15	Prepare presentation of occupational program(s) before District Board.	0	1	2	3	4	5	0	1	2	3	4	5
1.16	Recommend textbooks, reference, and other instructional materials for courses being developed.	0	1	2	3	4	5	0	1	2	3	4	5
1.17	Supervise and motivate instructors in developing course content.	0	1	2	3	4	5	0	1	2	3	4	5
1.18	Obtain administrators approval to conduct survey.	0	1	2	3	4	5	0	1	2	3	4	5
1.19	Conduct occupational needs survey.	0	1	2	3	4	5	0	1	2	3	4	5
1.20	Interpret, evaluate, synthesize survey information.	0	1	2	3	4	5	0	1	2	3	4	5
1.21	Identify researchable problems relevant to manpower needs.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
1.00	PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.22	Study literature relevant to manpower needs.	0	1	2	3	4	5	0	1	2	3	4	5
1.23	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.	0	1	2	3	4	5	0	1	2	3	4	5
1.24	Obtain and analyze professional literature and reports pertaining to occupations.	0	1	2	3	4	5	0	1	2	3	4	5
1.25	Conduct a manpower supply and demand survey.	0	1	2	3	4	5	0	1	2	3	4	5
1.26	Prepare research proposals for District administrators consideration.	0	1	2	3	4	5	0	1	2	3	4	5
1.27	Consult with and work with research staff in gathering occupational task analysis and related information.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS	APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
1.00 PROGRAM PLANNING, DEVELOPMENT (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
1.28 Monitor press, government, and private listing of employment opportunities.	0	1	2	3	4	5	0	1	2	3	4	5
1.29 Contact individual employers, unions, civic groups regarding needs of occupational training.	0	1	2	3	4	5	0	1	2	3	4	5
1.30 Prepare capital outlay budget proposal for new equipment.	0	1	2	3	4	5	0	1	2	3	4	5
1.31 Develop an occupational educational program based on survey results.	0	1	2	3	4	5	0	1	2	3	4	5
1.32 Prepare an operating budget proposal for expendable supplies, services, and materials for department.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.01	Develop instructional methodology for achieving course performance objectives.	0	1	2	3	4	5	0	1	2	3	4	5
2.02	Identify the competencies needs for entry into an occupation.	0	1	2	3	4	5	0	1	2	3	4	5
2.03	Correlate instruction content with on-the-job training and/or laboratory experience.	0	1	2	3	4	5	0	1	2	3	4	5
2.04	Assist instructors with instruction unit planning.	0	1	2	3	4	5	0	1	2	3	4	5
2.05	Organize general adult classes.	0	1	2	3	4	5	0	1	2	3	4	5
2.06	Observe if safety standards are maintained during instruction.	0	1	2	3	4	5	0	1	2	3	4	5
2.07	Maintain apprenticeship records for school, employer, union, and student.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.08	Assist students with making class schedules.	0	1	2	3	4	5	0	1	2	3	4	5
2.09	Distribute certificates for short-term courses.	0	1	2	3	4	5	0	1	2	3	4	5
2.10	Maintain application files of prospective instructors.	0	1	2	3	4	5	0	1	2	3	4	5
2.11	Secure substitutes for instructors.	0	1	2	3	4	5	0	1	2	3	4	5
2.12	Introduce instructor to students at first class meeting.	0	1	2	3	4	5	0	1	2	3	4	5
2.13	Consult with vendors of instructional supplies and equipment.	0	1	2	3	4	5	0	1	2	3	4	5
2.14	Review departmental staff requisitions.	0	1	2	3	4	5	0	1	2	3	4	5
2.15	Assign course title and numbers.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.16	Prepare course offering forms (COF's).	0	1	2	3	4	5	0	1	2	3	4	5
2.17	Verify department payroll cards.	0	1	2	3	4	5	0	1	2	3	4	5
2.18	Maintain certification files of instructors.	0	1	2	3	4	5	0	1	2	3	4	5
2.19	Develop job description using DOT descriptors.	0	1	2	3	4	5	0	1	2	3	4	5
2.20	Recommend standards of competency and achievement which are for entry level requirements into an occupation.	0	1	2	3	4	5	0	1	2	3	4	5
2.21	Prepare budget for operation of program.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.22	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.	0	1	2	3	4	5	0	1	2	3	4	5
2.23	Request services of instructional staff for teaching course.	0	1	2	3	4	5	0	1	2	3	4	5
2.24	Discuss with faculty student progress.	0	1	2	3	4	5	0	1	2	3	4	5
2.25	Obtain from students opinions regarding programs in which they are enrolled.	0	1	2	3	4	5	0	1	2	3	4	5
2.26	Gather data from student withdrawals and dropouts.	0	1	2	3	4	5	0	1	2	3	4	5
2.27	Supervise the instructional process in classroom and shops.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.28	Maintain equipment and instructional materials inventory for department.	0	1	2	3	4	5	0	1	2	3	4	5
2.29	Discuss educational and skill progress of apprentice student with employer.	0	1	2	3	4	5	0	1	2	3	4	5
2.30	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.	0	1	2	3	4	5	0	1	2	3	4	5
2.31	Confer with students regarding instructional program improvement.	0	1	2	3	4	5	0	1	2	3	4	5
2.32	Assist high school coordinators (LVEC) in developing occupational Coop. Program.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.33	Check out supplies and equipment for instruction.	0	1	2	3	4	5	0	1	2	3	4	5
2.34	Identify and develop programs relevant for the disadvantaged.	0	1	2	3	4	5	0	1	2	3	4	5
2.35	Arrange counseling services for disadvantaged.	0	1	2	3	4	5	0	1	2	3	4	5
2.36	Arrange financial assistance for the disadvantaged.	0	1	2	3	4	5	0	1	2	3	4	5
2.37	Develop programs for the handicapped.	0	1	2	3	4	5	0	1	2	3	4	5
2.38	Arrange financial and other help for the handicapped.	0	1	2	3	4	5	0	1	2	3	4	5
2.39	Develop retraining programs for the unemployed.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.40	Cancel classes due to insufficient enrollment.	0	1	2	3	4	5	0	1	2	3	4	5
2.41	Cancel classes due to bad weather conditions.	0	1	2	3	4	5	0	1	2	3	4	5
2.42	Schedule rooms for classes to be offered.	0	1	2	3	4	5	0	1	2	3	4	5
2.43	Secure instructional materials from industries and business.	0	1	2	3	4	5	0	1	2	3	4	5
2.44	Discuss student work habits, attitudes, and proficiency with employers.	0	1	2	3	4	5	0	1	2	3	4	5
2.45	Prepare instructional materials with the use of various duplicating machines.	0	1	2	3	4	5	0	1	2	3	4	5
2.46	Design record keeping forms for various educational programs.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
2.00	INSTRUCTIONAL PLANNING (FULL- AND PART-TIME COURSES) (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
2.47	Substitute for instructors in their absence.	0	1	2	3	4	5	0	1	2	3	4	5
2.48	Schedule circuit instructors.	0	1	2	3	4	5	0	1	2	3	4	5
2.49	Supervise programmed instructional media center.	0	1	2	3	4	5	0	1	2	3	4	5
2.50	Collect student fees.	0	1	2	3	4	5	0	1	2	3	4	5
2.51	Arrange for student enrollment procedures.	0	1	2	3	4	5	0	1	2	3	4	5
2.52	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.	0	1	2	3	4	5	0	1	2	3	4	5
2.53	Direct course revision to develop instructional packages based on performance objectives.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
3.00	EVALUATION	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
3.01	Request assistance from Advisory Committee to evaluate program of instruction.	0	1	2	3	4	5	0	1	2	3	4	5
3.02	Assist in the evaluation of occupational faculty competency.	0	1	2	3	4	5	0	1	2	3	4	5
3.03	Assist in state sponsored program evaluation.	0	1	2	3	4	5	0	1	2	3	4	5
3.04	Assist in self-study of educational programs.	0	1	2	3	4	5	0	1	2	3	4	5
3.05	Assist in accrediting agency program evaluation.	0	1	2	3	4	5	0	1	2	3	4	5
3.06	Conduct a cost effectiveness study of occupational programs.	0	1	2	3	4	5	0	1	2	3	4	5
3.07	Conduct a facilities and equipment evaluation.	0	1	2	3	4	5	0	1	2	3	4	5
3.08	Develop a procedure whereby data can be used to terminate a program.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
3.00	EVALUATION (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
3.09	Prepare a summary report of program evaluation for administration and advisory committee members.	0	1	2	3	4	5	0	1	2	3	4	5
3.10	Appraise students' skill/knowledge performance in relation to educational course objectives.	0	1	2	3	4	5	0	1	2	3	4	5
3.11	Arrange for skill/knowledge proficiency testing of students (pre- and post-instruction).	0	1	2	3	4	5	0	1	2	3	4	5
3.12	Arrange for skill/knowledge proficiency certification testing of instructors.	0	1	2	3	4	5	0	1	2	3	4	5
3.13	Supervise compulsory youth educational programs.	0	1	2	3	4	5	0	1	2	3	4	5
3.14	Conduct an interest survey of potential student group(s).	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
4.00	PUBLIC RELATIONS	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
4.01	Publicize classes to be offered in newspapers, radio, televsion, and other news media.	0	1	2	3	4	5	0	1	2	3	4	5
4.02	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.	0	1	2	3	4	5	0	1	2	3	4	5
4.03	Publicize Advisory Committee(s) appointments, membership, and role function to the school and community.	0	1	2	3	4	5	0	1	2	3	4	5
4.04	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.	0	1	2	3	4	5	0	1	2	3	4	5
4.05	Assist in graduation planning.												

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
4.00	PUBLIC RELATIONS (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
4.06	Serve as member of High School Occupational Advisory Committee assisting LVEC's.	0	1	2	3	4	5	0	1	2	3	4	5
4.07	Conduct Open House for staff members and community.	0	1	2	3	4	5	0	1	2	3	4	5
4.08	Participate as a consultant to business and industry regarding the educational role of the school.	0	1	2	3	4	5	0	1	2	3	4	5
4.09	Provide display in school and community about occupational programs.	0	1	2	3	4	5	0	1	2	3	4	5
4.10	Maintain liaison with labor organizations.	0	1	2	3	4	5	0	1	2	3	4	5
4.11	Maintain liaison with employment agencies.	0	1	2	3	4	5	0	1	2	3	4	5
4.12	Maintain liaison with high school districts.	0	1	2	3	4	5	0	1	2	3	4	5
4.13	Prepare plans for field trip.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
4.00	PUBLIC RELATIONS (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
4.14	Assume role as conference leader.	0	1	2	3	4	5	0	1	2	3	4	5
4.15	Conduct panel discussion.	0	1	2	3	4	5	0	1	2	3	4	5
4.16	Employ role-playing techniques.	0	1	2	3	4	5	0	1	2	3	4	5
4.17	Present talks to out-of-school group(s).	0	1	2	3	4	5	0	1	2	3	4	5
4.18	Serve as liaison for the school administration and the Advisory Committee.	0	1	2	3	4	5	0	1	2	3	4	5
4.19	Work cooperatively with high school staff.	0	1	2	3	4	5	0	1	2	3	4	5
4.20	Plan and [illegible]ite program flyers and brochures.	0	1	2	3	4	5	0	1	2	3	4	5
4.21	Present district school goals and objectives to high school career day's participants.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
		NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
5.00	STUDENTS - FULL-AND PART-TIME - APPRENTICE - CLUBS												
5.01	Arrange for high school student groups to visit Area Vocational-Technical School.	0	1	2	3	4	5	0	1	2	3	4	5
5.02	Conduct student seminar on techniques of employment interview.	0	1	2	3	4	5	0	1	2	3	4	5
5.03	Serve in advisory capacity in the promotion of student leadership clubs	0	1	2	3	4	5	0	1	2	3	4	5
5.04	Arrange state and national participation of students in club organization.	0	1	2	3	4	5	0	1	2	3	4	5
5.05	Participate in promoting local extra-curricular sports and activities for student body.	0	1	2	3	4	5	0	1	2	3	4	5
5.06	Establish a procedure for attending First Aid needs of students.	0	1	2	3	4	5	0	1	2	3	4	5
5.07	Maintain record of safety instruction in department consistent with safety laws.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
5.00	STUDENTS -FULL- AND PART-TIME - APPRENTICE - CLUB (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
5.08	Orient students to student organizations.	0	1	2	3	4	5	0	1	2	3	4	5
5.09	Direct initiation activities of student organizations.	0	1	2	3	4	5	0	1	2	3	4	5
5.10	Obtain Administration approval to establish a student organization.	0	1	2	3	4	5	0	1	2	3	4	5
5.11	Assist students with financial management of student organization.	0	1	2	3	4	5	0	1	2	3	4	5
5.12	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.	0	1	2	3	4	5	0	1	2	3	4	5
5.13	Evaluate student organization.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
6.00	PROFESSIONAL GROWTH	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
6.01	Prepare a budget for travel and professional growth for department.	0	1	2	3	4	5	0	1	2	3	4	5
6.02	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.	0	1	2	3	4	5	0	1	2	3	4	5
6.03	Maintain professional library of books, periodicals, and other current literature.	0	1	2	3	4	5	0	1	2	3	4	5
6.04	Interpret state certification requirements for staff members.	0	1	2	3	4	5	0	1	2	3	4	5
6.05	Arrange local and state exhibits and contests.	0	1	2	3	4	5	0	1	2	3	4	5
6.06	Attend district school board meetings.	0	1	2	3	4	5	0	1	2	3	4	5
6.07	Prepare articles for professional journals.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS		APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
6.00	PROFESSIONAL GROWTH (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
6.08	Attend called coordinators' meetings at District level.	0	1	2	3	4	5	0	1	2	3	4	5
6.09	Attend called coordinators' meetings at State level.	0	1	2	3	4	5	0	1	2	3	4	5
6.10	Attend Coordination Meeting at WAVAE Convention.	0	1	2	3	4	5	0	1	2	3	4	5
6.11	Direct In-Service program.	0	1	2	3	4	5	0	1	2	3	4	5
6.12	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.	0	1	2	3	4	5	0	1	2	3	4	5
6.13	Screen and select instructional part- and full-time staff.	0	1	2	3	4	5	0	1	2	3	4	5

TASKS	APPROXIMATE FREQUENCY OF PERFORMANCE (circle one)						DEGREE OF IMPORTANCE (Knowledge/Skill) (circle one)					
6.00 PROFESSIONAL GROWTH (continued)	NEVER	SEMI-ANNUALLY	ANNUALLY	MONTHLY	WEEKLY	DAILY	NONE	LOW		MEDIUM		HIGH
6.14 Serve as an officer of a professional organization.	0	1	2	3	4	5	0	1	2	3	4	5
6.16 Assist new school personnel in understanding policies and regulations of the school.	0	1	2	3	4	5	0	1	2	3	4	5

THE FOLLOWING PUBLICATIONS WERE USED AS RESOURCE
MATERIALS IN THE PREPARATION OF THIS INSTRUMENT

"TEACHING CAREER ANALYSIS," CALVIN J. COTTRELL

"THE PROCESS OF INSTRUCTION," STANLEY J. SPANBAUER

"COORDINATORS RESPONSIBILITES," L. P. MALLOW, Jr.

"COORDINATION 469-510, DR. ROBERT RUDIGER - STOUT STATE UNIVERSITY

APPENDIX B

COORDINATORS' TASK SURVEY ANALYSIS

STATISTICAL SUMMARY

RANK ORDER

FREQUENCY OF PERFORMANCE

DEGREE OF IMPORTANCE

MEDIAN STATISTICS FOR EACH TASK - MDn

INTERQUARTILE RANGE - IQR (Agreement)

COMPOSITE MEDIAN

1 - 3 YEAR COORDINATOR REACTION

4 OR MORE YEARS OF COORDINATOR REACTION

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

1.00 PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4- Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1-3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Industry
1.17	Supervise and motivate instructors in developing course content.	3.08 (2.28)	3.15 (2.50)	3.05 (2.01)	2.80 (2.17)	3.50 (3.25)	2.92 (2.06)	2.90 (1.40)	3.00 (1.38)	3.55 (1.58)
1.22	Study literature relevant to manpower needs.	2.97 (1.72)	3.10 (1.15)	2.85 (1.91)	3.00 (2.00)	2.81 (1.72)	2.69 (1.41)	3.17 (1.00)	3.00 (.70)	3.20 (1.55)
1.29	Contact individual employers, unions, civic groups regarding needs of occupational training.	2.94 (2.42)	3.06 (2.38)	2.88 (2.43)	3.00 (3.25)	2.50 (2.83)	2.50 (2.50)	3.00 (3.54)	2.25 (1.75)	3.27 (1.31)
1.24	Obtain and analyze professional literature and reports pertaining to occupations.	2.92 (1.04)	3.02 (.85)	2.84 (1.25)	3.00 (2.25)	2.67 (1.83)	2.70 (1.27)	3.17 (1.54)	3.20 (.90)	2.95 (.77)
1.25	Monitor press, government, and private listing of employment opportunities.	2.91 (2.44)	2.73 (3.00)	3.03 (2.20)	2.90 (2.00)	2.00 (3.00)	2.70 (3.03)	3.50 (1.88)	3.00 (1.50)	3.36 (1.67)
1.12	Assess the relevancy of occupational course offerings.	2.04 (1.48)	2.03 (1.74)	2.04 (1.32)	2.06 (1.16)	1.60 (1.66)	1.85 (.73)	2.00 (1.42)	1.83 (1.06)	2.50 (1.62)
1.14	Assist administration and instructional staff in long range educational program planning.	2.03 (1.44)	2.16 (1.35)	1.93 (1.44)	1.72 (1.17)	2.33 (1.26)	1.75 (1.15)	2.00 (1.50)	1.33 (1.38)	2.45 (1.35)
1.23	Obtain and analyze related studies by community groups and agencies to obtain demographic, geographic, economic, and sociological data of the district.	2.02 (2.08)	2.25 (1.74)	1.92 (2.18)	1.38 (2.15)	1.21 (2.11)	2.21 (1.15)	2.17 (1.75)	2.63 (1.19)	2.10 (2.50)
1.16	Recommend textbooks, reference, and other instructional materials for courses being developed.	1.97 (1.42)	1.55 (1.73)	2.04 (1.31)	1.92 (1.40)	1.70 (1.60)	2.15 (.53)	1.75 (1.38)	1.17 (1.08)	2.00 (1.25)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
4.52 (1.24)	4.50 (1.21)	4.54 (1.25)	4.33 (1.17)	4.72 (1.36)	4.73 (1.20)	4.50 (1.13)	4.63 (1.69)	4.13 (1.04)
3.59 (1.42)	3.71 (1.26)	3.47 (1.53)	3.21 (1.19)	3.30 (1.73)	3.38 (1.36)	4.17 (1.63)	4.63 (1.19)	3.63 (1.16)
4.36 (1.29)	4.25 (1.21)	4.47 (1.33)	4.47 (1.17)	4.50 (1.38)	4.50 (1.07)	4.67 (2.08)	3.38 (1.69)	4.27 (1.23)
3.52 (1.53)	3.41 (1.39)	3.62 (1.63)	3.19 (1.03)	3.40 (1,91)	3.86 (1.40)	3.75 (1.38)	4.63 (1.69)	3.36 (1.37)
3.08 (1.38)	2.97 (1.01)	3.16 (1.45)	3.00 (1.29)	3.08 (1.71)	3.00 (1.25)	3.50 (2.00)	3.13 (.94)	3.19 (1.41)
4.53 (1.37)	4.53 (1.22)	4.54 (1.52)	4.38 (1.55)	4.57 (1.45)	4.56 (1.34)	4.10 (1.07)	4.90 (.50)	4.59 (1.27)
4.38 (1.28)	4.46 (1.26)	4.33 (1.29)	3.93 (1.25)	4.63 (1.40)	4.50 (1.30)	4.50 (1.33)	4.92 (.58)	4.27 (1.06)
3.66 (1.62)	3.69 (1.37)	3.62 (1.85)	3.19 (1.09)	3.40 (1.66)	4.00 (1.73)	3.50 (1.50)	4.00 (1.83)	3.86 (1.58)
3.86 (1.68)	3.88 (1.63)	3.84 (1.71)	3.60 (1.66)	4.50 (1.67)	4.00 (1.58)	3.90 (1.40)	3.50 (2.00)	3.55 (1.42)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

1.00 PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1-3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Indus
1.07	Request Advisory Committee to assist in Long Range Planning.	1.67 (1.13)	1.73 (1.24)	1.62 (1.08)	1.81 (1.09)	1.25 (1.35)	1.42 (1.25)	2.00 (.63)	1.33 (1.17)	1.79 (.92)
1.19	Conduct occupational needs survey.	1.67 (1.35)	1.68 (1.46)	1.66 (1.29)	1.88 (1.38)	1.14 (1.14)	1.70 (1.10)	1.75 (.88)	1.33 (1.17)	1.55 (1.56)
1.02	Organize an Ad Hoc Committee to explore the training needs of occupations.	1.66 (1.18)	1.64 (1.16)	1.67 (1.21)	1.64 (1.27)	1.56 (1.22)	1.86 (.73)	1.67 (1.19)	1.13 (.94)	1.81 (1.20)
1.13	Request Advisory Committee assistance in recruitment and placement of occupational program graduates.	1.59 (1.80)	1.33 (1.74)	1.70 (1.83)	1.30 (1.50)	.50 (1.38)	1.71 (1.81)	1.90 (1.40)	1.33 (1.17)	1.87 (1.63)
1.06	Obtain Advisory Committee advice and approval for conducting occupational survey.	1.57 (1.41)	1.64 (1.40)	1.52 (1.41)	1.75 (1.25)	.83 (1.76)	1.63 (1.38)	1.87 (.63)	1.92 (.58)	1.29 (1.33)
1.27	Consult with and work with research staff in gathering occupational task analysis and related information.	1.53 (1.66)	1.75 (1.54)	1.30 (1.68)	1.00 (2.04)	1.63 (1.63)	1.78 (1.11)	1.50 (1.25)	1.33 (1.38)	1.30 (1.74)
1.09	Prepare a summary report of Advisory Committee proceedings for distribution to interested parties.	1.50 (1.47)	1.25 (1.79)	1.64 (1.30)	1.44 (1.18)	1.25 (1.42)	1.36 (1.21)	1.70 (1.20)	.75 (1.54)	2.05 (1.73)
1.05	Seek Advisory Committee advice in planning a task analysis occupation	1.43 (1.34)	1.34 (1.32)	1.50 (1.34)	1.10 (1.50)	1.20 (1.54)	1.33 (1.33)	1.70 (1.08)	1.25 (1.54)	1.45 (1.35)
1.18	Obtain administrators approval to conduct survey.	1.38 (1.76)	1.22 (1.70)	1.50 (1.79)	1.33 (1.79)	1.17 (1.80)	1.69 (1.41)	.75 (1.25)	1.25 (1.34)	1.42 (1.81)
1.03	Obtain District Board approval of potential Advisory Committee members.	1.13 (1.87)	.94 (1.77)	1.36 (1.93)	1.50 (1.70)	1.00 (1.86)	.39 (1.76)	.50 (2.00)	1.00 (1.50)	1.42 (1.88)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
4.06 (1.69)	3.92 (1.68)	4.17 (1.68)	3.40 (1.91)	3.90 (1.50)	3.10 (1.47)	4.17 (1.88)	3.38 (1.69)	4.25 (1.37)
3.81 (1.43)	3.79 (1.51)	3.83 (1.38)	3.38 (1.40)	4.00 (1.80)	3.80 (1.63)	4.00 (.90)	4.63 (1.81)	3.81 (1.08)
3.91 (1.64)	3.69 (1.52)	4.10 (1.66)	3.33 (1.83)	3.15 (.65)	4.20 (.90)	3.88 (1.19)	4.80 (1.90)	4.31 (1.55)
3.50 (1.62)	3.68 (1.68)	3.38 (1.55)	3.30 (1.75)	3.00 (2.94)	3.86 (1.07)	4.13 (1.19)	3.08 (.58)	3.55 (1.35)
3.68 (1.53)	3.50 (1.46)	3.78 (1.55)	3.60 (1.66)	3.30 (2.05)	3.71 (1.31)	3.67 (1.08)	3.75 (1.54)	3.68 (1.55)
3.50 (1.64)	3.29 (1.57)	3.69 (1.67)	2.83 (1.67)	3.42 (1.31)	4.00 (1.53)	3.50 (2.00)	4.00 (1.50)	3.61 (1.44)
3.39 (1.38)	3.00 (1.66)	3.73 (1.63)	3.21 (1.52)	3.33 (1.38)	3.50 (2.00)	3.17 (1.00)	3.00 (2.38)	3.71 (1.34)
3.80 (1.63)	3.88 (1.43)	3.73 (1.78)	3.69 (1.22)	3.40 (1.94)	3.60 (1.66)	3.50 (1.13)	4.00 (1.83)	4.06 (1.73)
2.97 (2.08)	2.88 (2.00)	3.03 (2.06)	3.00 (.88)	3.00 (.90)	2.83 (2.42)	2.83 (3.00)	3.17 (1.33)	2.94 (2.19)
2.68 (3.27)	2.81 (3.57)	2.56 (3.18)	2.75 (2.63)	2.25 (3.46)	2.50 (3.17)	.50 (2.75)	4.50 (2.25)	2.92 (3.06)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

1.00 PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
1.30	Prepare capital outlay budget proposal for new equipment.	1.95 (.56)	1.96 (.54)	1.94 (.58)	1.88 (.62)	1.93 (.57)	2.00 (.50)	1.94 (.56)	1.92 [illegible]	1.94 (.60)
1.32	Prepare an operating budget proposal for expendable supplies, services, and materials for department.	1.94 (.61)	1.95 (.55)	1.93 (.66)	1.77 (1.64)	2.00 (.58)	1.89 (.61)	1.88 (.63)	1.80 (.90)	2.00 (.62)
1.10	Develop course objectives based upon literature, Advisory Committee recommendations, and survey results.	1.90 (1.05)	1.98 (1.09)	1.86 (1.01)	1.94 (.97)	1.57 (1.30)	1.91 (.77)	1.83 (.92)	[illegible] (2.25)	1.97 (.99)
1.11	Identify unit topic content for courses.	1.90 (1.29)	1.84 (1.58)	1.93 (1.10)	2.07 (1.25)	1.71 (1.20)	1.89 (1.05)	1.70 (1.08)	[illegible] [illegible]	2.04 (1.11)
1.31	Develop an occupational educational program based on survey results.	1.87 (1.06)	1.78 (1.27)	1.93 (.93)	2.11 (.72)	1.81 (1.41)	1.82 (.74)	1.67 (1.33)	[illegible] [illegible]	1.86 (1.43)
1.01	Suggest names for Advisory Committee members.	1.86 (.92)	1.87 (.93)	1.88 (.91)	2.00 (.57)	1.40 (1.49)	1.94 (.89)	1.93 (.71)	[illegible] [illegible]	1.80 [illegible]
1.21	Identify researchable problems relevant to manpower needs.	1.80 (1.40)	1.90 (1.24)	1.71 (1.43)	2.00 (.83)	1.64 (1.71)	1.89 (1.06)	1.67 (1.08)	[illegible] [illegible]	1.45 (1.73)
1.08	Obtain Advisory Committee approval for physical facilities and equipment needed for occupational program.	1.73 (1.21)	1.77 (1.49)	1.70 (1.11)	1.82 (.74)	1.33 (1.76)	1.14 (1.14)	1.93 (.71)	[illegible] [illegible]	1.93 (.74)
1.04	Organize/advise the Advisory Committee members of their role and function toward occupational training program.	1.72 (1.22)	1.71 (1.28)	1.73 (1.20)	2.00 (1.00)	1.25 (1.42)	1.56 (1.13)	1.67 (.96)	[illegible] [illegible]	1.85 (1.24)
1.20	Interpret, evaluate, synthesize survey information.	1.68 (1.31)	1.67 (1.60)	1.70 (1.17)	1.89 (.93)	1.57 (1.67)	1.82 (.78)	1.67 (1.08)	[illegible] [illegible]	1.33 (1.40)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General. Education	Home Economics	Agriculture	Health	Trades & Industry
4.40 (1.52)	4.50 (1.50)	4.34 (1.53)	3.92 (1.69)	3.75 (1.80)	4.79 (1.40)	4.17 (1.63)	4.80 (1.90)	4.31 (1.15)
4.29 (1.58)	4.35 (1.68)	4.25 (1.49)	3.30 (1.60)	4.00 (1.67)	4.65 (1.76)	4.17 (1.63)	4.80 (1.77)	4.36 (1.10)
4.43 (1.46)	4.30 (1.28)	4.53 (1.63)	3.50 (1.90)	4.75 (1.04)	4.73 (1.76)	4.00 (1.33)	4.80 (1.77)	4.17 (1.08)
4.24 (1.74)	4.00 (1.76)	4.46 (1.70)	4.13 (1.79)	4.17 (1.22)	3.75 (1.86)	3.50 (1.67)	4.90 (.60)	4.54 (1.93)
4.17 (1.57)	4.15 (1.70)	4.18 (1.50)	3.43 (1.22)	4.33 (1.71)	4.56 (1.34)	4.50 (2.00)	4.50 (2.00)	4.21 (1.18)
3.64 (1.74)	3.57 (1.95)	3.67 (1.62)	3.50 (2.00)	3.08 (1.71)	3.92 (1.38)	3.38 (1.94)	4.75 (1.13)	3.65 (1.40)
3.97 (1.37)	3.87 (1.36)	4.05 (1.33)	3.88 (1.06)	4.10 (1.25)	4.06 (.97)	4.10 (1.07)	4.63 (1.69)	3.90 (1.43)
3.75 (1.80)	3.82 (1.71)	3.69 (1.85)	3.30 (1.40)	3.40 (1.67)	3.50 (1.71)	3.50 (1.79)	4.63 (2.19)	4.05 (1.55)
4.00 (1.57)	3.81 (1.38)	4.15 (1.59)	3.58 (1.25)	4.00 (1.44)	4.40 (1.31)	3.33 (1.33)	4.00 (1.83)	4.04 (1.25)
4.11 (1.47)	4.17 (1.50)	4.08 (1.44)	3.88 (1.77)	4.00 (1.38)	4.20 (1.46)	4.00 (1.88)	4.92 (.58)	4.08 (1.10)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

1.00 PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
1.26	Prepare research proposals for District administrators consideration.	.97 (1.78)	.86 (1.76)	1.05 (1.79)	.50 (1.60)	1.50 (1.47)	1.25 (1.84)	.33 (1.33)	1.63 (1.98)	.94 (1.62)
1.25	Conduct a manpower supply and demand survey.	.85 (1.92)	.45 (1.96)	1.06 (1.89)	.36 (1.97)	.39 (1.56)	1.25 (1.84)	1.67 (1.75)	1.67 (2.17)	1.25 (1.86)
1.15	Prepare presentation of occupational program(s) before District Board.	.38 (1.89)	.30 (1.83)	.45 (1.92)	.50 (2.00)	.14 (.64)	.21 (1.40)	1.67 (1.96)	.50 (1.75)	.46 (1.77)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROGRAM PLANNING, DEVELOPMENT (FULL AND PART-TIME COURSES)

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.28 (2.14)	3.23 (2.09)	3.31 (2.66)	2.93 (1.43)	3.22 (1.32)	4.50 (2.17)	2.75 (3.38)	4.75 (1.13)	3.29 (2.70)
3.23 (2.88)	3.23 (2.63)	3.23 (2.93)	2.75 (3.31)	3.50 (1.67)	3.00 (3.38)	3.60 (1.13)	3.50 (2.00)	3.21 (3.06)
3.89 (2.30)	4.31 (1.82)	3.55 (2.79)	3.33 (3.29)	3.83 (1.92)	3.50 (2.50)	3.75 (2.13)	4.50 (1.75)	4.00 (1.00)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Industr
2.27	Supervise the instructional process in classroom and shops.	3.58 (1.65)	3.50 (1.67)	3.66 (1.72)	3.67 (1.58)	3.63 (2.09)	3.78 (1.10)	3.00 (2.42)	1.33 (2.38)	3.75 (1.80)
2.14	Review departmental staff requirements.	3.55 (2.84)	3.40 (3.18)	3.63 (2.40)	3.50 (4.63)	3.50 (4.00)	2.90 (2.00)	3.50 (.75)	3.67 (3.38)	4.00 (2.28)
2.11	Secure substitutes for instructors.	3.10 (3.72)	2.71 (4.04)	3.31 (3.27)	2.50 (3.33)	3.10 (3.20)	3.17 (3.00)	2.50 (3.00)	2.50 (4.00)	3.75 (4.07)
2.06	Observe if safety standards are maintained during instruction.	3.11 (3.56)	2.88 (3.55)	3.23 (3.41)	.67 (2.71)	2.90 (3.50)	2.93 (2.00)	3.00 (2.75)	3.75 (4.25)	4.06 (1.76)
2.04	Assist instructors with instruction unit planning.	3.00 (1.83)	2.92 (2.03)	3.04 (1.64)	2.90 (1.87)	3.50 (2.53)	2.75 (1.44)	2.60 (1.43)	2.88 (1.06)	3.08 (2.49)
2.24	Discuss with faculty student progress.	2.99 (1.27)	2.82 (2.42)	3.09 (1.19)	2.80 (2.83)	3.00 (2.96)	3.00 (.65)	2.93 (.71)	2.67 (2.00)	3.11 (1.19)
2.13	Consult with vendors of instructional supplies and equipment.	2.92 (1.33)	2.75 (1.45)	3.04 (1.29)	2.86 (1.31)	2.94 (1.89)	2.64 (1.31)	2.25 (1.25)	2.25 (1.54)	3.40 (1.66)
2.10	Maintain application files of prospective instructors.	2.67 (2.84)	2.81 (2.92)	2.58 (2.81)	2.50 (3.50)	2.50 (3.67)	3.33 (3.03)	2.50 (2.00)	2.00 (3.75)	2.43 (2.44)
2.17	Verify department payroll cards.	2.60 (3.34)	2.00 (3.49)	2.68 (3.26)	.50 (3.33)	2.90 (4.20)	3.00 (2.33)	2.67 (2.75)	.20 (2.90)	.63 (3.77)
2.05	Organize general adult classes.	2.55 (3.06)	2.20 (3.00)	2.69 (3.12)	3.00 (3.38)	2.90 (3.50)	1.39 (1.56)	2.50 (3.00)	2.50 (2.25)	2.50 (3.59)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
4.38 (1.28)	4.33 (1.44)	4.41 (1.19)	4.29 (1.13)	4.67 (1.71)	4.38 (1.66)	4.17 (1.54)	4.80 (1.77)	4.27 (1.06)
3.57 (1.72)	3.50 (1.94)	3.59 (1.54)	3.60 (1.66)	4.38 (1.75)	3.[illegible]6 (1.31)	3.75 (1.38)	4.00 (1.38)	3.50 (1.58)
3.21 (2.24)	3.15 (2.09)	3.27 (2.35)	3.08 (1.71)	3.25 (1.44)	4.10 (1.67)	2.38 (2.44)	4.50 (1.75)	2.75 (2.33)
3.33 (1.80)	3.25 (2.09)	3.36 (1.79)	2.88 (1.83)	3.50 (2.00)	3.38 (2.31)	3.00 (.90)	3.38 (1.98)	3.80 (1.47)
4.14 (1.45)	4.08 (1.46)	4.18 (1.42)	3.83 (1.40)	4.77 (1.14)	4.13 (1.63)	3.75 (1.08)	4.92 (.58)	3.97 (.91)
3.56 (1.41)	3.38 (1.53)	3.68 (1.33)	3.33 (1.43)	3.67 (1.25)	4.00 (1.52)	3.75 (1.38)	3.75 (1.54)	3.37 (1.32)
3.07 (1.36)	3.00 (1.28)	3.13 (1.55)	3.00 (1.15)	2.80 (1.50)	3.25 (1.15)	3.00 (2.42)	3.13 (1.94)	3.14 (1.52)
3.20 (2.28)	3.13 (2.47)	3.23 (2.10)	3.25 (2.00)	3.33 (1.38)	3.17 (2.67)	2.20 (1.13)	4.63 (2.19)	3.19 (2.40)
2.55 (2.91)	1.75 (3.04)	2.84 (2.10)	2.17 (3.25)	3.20 (2.25)	2.88 (2.40)	1.67 (2.17)	.25 (1.13)	.88 (2.77)
4.36 (1.38)	4.18 (1.50)	4.47 (1.30)	4.30 (1.32)	4.80 (.90)	4.75 (.94)	4.13 (1.19)	4.50 (1.75)	4.00 (1.33)

228

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
2.25	Obtain from students opinions regarding programs in which they are enrolled.	2.33 (2.26)	2.25 (2.30)	2.40 (2.27)	1.67 (2.23)	2.38 (2.63)	2.67 (1.83)	2.67 (1.08)	1.13 (1.06)	2.70 (2.69)
2.03	Correlate instruction content with on-the-job training and/or laboratory experience.	2.25 (2.75)	2.13 (3.33)	2.33 (2.40)	2.25 (2.75)	2.25 (4.00)	2.07 (1.86)	1.25 (1.63)	3.00 (4.50)	2.83 (2.75)
2.43	Secure instructional materials from industries and business.	2.14 (2.14)	1.27 (1.96)	2.65 (1.84)	2.83 (1.67)	1.13 (2.00)	2.00 (1.90)	2.00 (1.75)	1.50 (2.00)	2.57 (2.08)
2.23	Request services of instructional staff for teaching course.	2.00 (1.95)	1.61 (1.90)	2.23 (1.85)	1.75 (1.68)	2.17 (2.50)	2.21 (1.19)	1.50 (1.25)	1.00 (.75)	2.57 (2.64)
2.01	Develop instructional methodology for achieving course performance objectives.	1.97 (2.15)	2.00 (2.33)	1.95 (1.99)	2.30 (1.50)	2.17 (1.67)	1.86 (1.31)	1.50 (1.79)	2.00 (2.75)	1.93 (2.90)
2.31	Confer with students regarding instructional program improvement.	1.94 (2.17)	1.39 (2.16)	2.15 (2.14)	1.50 (2.50)	1.25 (2.53)	2.50 (1.67)	1.50 (1.67)	.38 (2.69)	2.71 (1.76)
2.21	Prepare budget for operation of program.	1.93 (.61)	1.93 (.57)	1.92 (.64)	1.83 (.67)	1.89 (.61)	2.03 (.53)	1.88 (.63)	1.80 (.90)	1.93 (.65)
2.22	Prepare specifications for purchase of supplies, materials, textbooks, and services needed for occupational programs.	1.86 (1.43)	1.75 (1.64)	1.92 (1.29)	1.80 (1.63)	1.80 (2.53)	1.78 (1.01)	1.93 (.71)	.83 (1.08)	2.10 (1.69)
2.28	Maintain equipment and instructional materials inventory for department.	1.82 (1.81)	1.69 (1.87)	1.89 (1.48)	1.50 (2.00)	1.86 (1.96)	2.00 (.77)	1.70 (1.45)	1.83 (1.33)	1.80 (1.88)
2.44	Discuss student work habits, attitudes, and proficiency with employers.	1.82 (2.62)	1.56 (2.44)	1.96 (2.73)	2.00 (2.87)	.18 (.91)	.50 (2.25)	2.00 (1.42)	2.17 (1.08)	2.73 (1.71)
2.02	Identify the competencies needs for entry into an occupation.	1.74 (1.75)	1.50 (1.75)	1.86 (1.67)	1.60 (1.39)	1.17 (2.08)	1.83 (1.85)	1.70 (1.20)	.75 (1.67)	2.00 (1.90)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

NSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

omposite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
.74 (1.47)	3.79 (1.38)	3.71 (1.53)	3.57 (1.09)	3.50 (1.38)	4.17 (1.93)	3.83 (1.67)	3.38 (1.69)	3.79 (1.31)
.22 (1.58)	4.50 (1.50)	4.09 (1.57)	3.83 (1.29)	4.38 (1.40)	4.64 (1.24)	4.00 (1.63)	4.90 (.60)	4.28 (1.42)
.17 (1.50)	3.18 (1.38)	3.16 (1.59)	3.07 (1.05)	3.20 (1.48)	3.07 (1.10)	3.17 (1.00)	4.67 (1.33)	3.35 (1.58)
.76 (1.56)	3.47 (1.58)	3.90 (1.50)	3.28 (1.17)	3.83 (1.93)	4.17 (1.33)	3.50 (1.67)	3.50 (2.00)	3.72 (1.56)
.02 (1.77)	4.21 (1.57)	3.88 (1.77)	3.50 (2.00)	4.07 (1.20)	4.20 (1.46)	3.75 (1.25)	4.80 (.90)	3.75 (2.00)
.70 (1.50)	3.69 (1.39)	3.71 (1.59)	3.95 (.75)	3.40 (1.94)	3.50 (1.46)	3.50 (1.46)	2.75 (3.67)	3.71 (1.63)
.44 (1.23)	4.53 (1.22)	4.38 (1.22)	4.38 (1.59)	4.50 (1.38)	4.43 (1.15)	4.00 (1.67)	4.63 (1.69)	4.27 (1.13)
.68 (1.50)	3.62 (1.60)	3.73 (1.43)	3.75 (1.33)	3.75 (1.37)	3.63 (1.88)	3.50 (1.33)	3.00 (3.75)	3.79 (1.36)
.95 (1.46)	2.96 (1.57)	2.94 (1.40)	2.50 (2.08)	2.83 (1.33)	3.08 (1.83)	2.83 (2.00)	3.50 (2.00)	3.00 (.93)
.14 (2.05)	3.31 (1.47)	3.00 (3.06)	2.92 (1.71)	3.63 (3.56)	3.10 (3.63)	3.50 .46)	4.50 (2.25)	3.23 (1.91)
.90 (1.93)	3.81 (2.13)	3.94 (1.78)	3.31 (1.41)	4.00 (3.73)	4.10 (1.55)	4.10 (1.07)	4.92 (.58)	3.89 (1.81)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
2.52	Direct revision of curriculum and prerequisites based on occupational trends and task analyses.	1.70 (1.42)	1.69 (1.61)	1.70 (1.32)	1.64 (1.46)	1.90 (3.00)	1.78 (1.01)	1.67 (1.75)	1.33 (1.17)	1.79 (1.21)
2.34	Identify and develop programs relevant for the disadvantaged.	1.61 (1.48)	1.73 (1.45)	1.50 (1.49)	1.86 (1.14)	2.33 (2.13)	1.55 (.85)	1.25 (1.38)	.80 (.78)	1.39 (1.64)
2.53	Direct course revision to develop instructional packages based on performance objectives.	1.59 (1.55)	1.61 (1.83)	1.57 (1.41)	1.90 (1.67)	1.33 (1.83)	1.57 (1.67)	1.88 (.63)	1.25 (1.75)	1.55 (1.45)
2.26	Gather data from student withdrawals and dropouts.	1.50 (2.51)	1.00 (2.17)	1.78 (2.58)	1.17 (1.50)	1.63 (2.50)	2.25 (1.55)	1.50 (2.21)	1.00 (2.67)	1.52 (2.69)
2.33	Check out supplies and equipment for instruction.	1.44 (3.30)	.43 (2.86)	2.64 (3.48)	3.00 (3.70)	1.50 (3.13)	3.00 (3.43)	.21 (2.81)	.50 (2.75)	.50 (2.92)
2.40	Cancel classes due to insufficient enrollment.	1.39 (2.28)	1.21 (2.03)	1.50 (2.49)	1.50 (2.17)	1.13 (1.88)	1.36 (2.71)	1.50 (2.00)	1.00 (1.38)	1.46 (2.40)
2.46	Design record keeping forms for various educational programs.	1.33 (2.25)	1.06 (2.01)	1.50 (2.25)	1.33 (1.90)	1.25 (1.75)	1.14 (1.31)	2.50 (3.00)	1.67 (1.80)	1.75 (2.59)
2.16	Prepare course offering forms (COF's).	1.31 (2.41)	1.19 (1.94)	1.42 (2.53)	1.50 (2.67)	1.17 (2.67)	1.29 (1.88)	1.25 (2.13)	.38 (1.19)	1.44 (2.52)
2.05	Distribute certificates for short-term courses.	1.26 (2.25)	1.05 (2.66)	1.35 (2.01)	1.20 (2.15)	1.30 (2.40)	1.38 (1.86)	1.50 (2.00)	1.00 (1.75)	1.00 (2.61)
2.12	Introduce instructor to students at first class meeting.	1.18 (2.84)	1.00 (3.13)	1.27 (2.63)	.88 (3.00)	.88 (2.46)	.86 (1.26)	1.00 (1.88)	.33 (1.33)	2.25 (3.33)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
4.15 (1.52)	4.19 (1.18)	4.11 (1.76)	3.67 (1.25)	4.20 (1.30)	4.38 (1.55)	3.83 (1.92)	5.00 (.50)	4.05 (1.42)
3.93 (1.70)	3.91 (1.66)	3.94 (1.76)	3.83 (1.03)	4.25 (1.67)	4.25 (1.68)	3.67 (1.79)	4.75 (1.88)	3.75 (1.82)
4.28 (1.51)	4.21 (1.29)	4.35 (1.79)	3.75 (1.23)	4.56 (1.07)	4.50 (3.00)	3.75 (1.38)	5.00 (.50)	4.21 (1.82)
3.24 (1.87)	3.09 (1.90)	3.36 (1.82)	3.67 (2.25)	3.08 (1.00)	3.38 (1.63)	3.33 (1.79)	2.88 (1.06)	3.28 (1.69)
2.09 (2.48)	2.00 (2.84)	2.12 (2.26)	1.40 (1.67)	2.38 (1.63)	2.75 (1.85)	.38 (2.19)	1.50 (3.75)	2.55 (2.61)
2.78 (2.28)	2.64 (2.13)	2.88 (2.32)	2.00 (2.17)	3.25 (1.44)	3.79 (2.36)	2.33 (1.50)	2.00 (1.75)	2.88 (1.79)
3.02 (2.38)	2.92 (2.50)	3.09 (2.27)	2.17 (2.17)	3.70 (1.75)	2.67 (2.75)	3.13 (1.69)	3.25 (2.66)	3.10 (1.93)
3.18 (1.52)	3.03 (1.50)	3.31 (1.63)	3.00 (1.58)	3.25 (1.67)	3.75 (1.[illegible])	3.25 (2.96)	2.75 (2.86)	3.29 (1.15)
2.39 (2.07)	2.00 (2.46)	2.53 (1.81)	2.67 (2.00)	2.25 (1.23)	2.60 (2.41)	2.00 (1.00)	2.83 (2.33)	2.30 (2.19)
2.59 (2.63)	2.13 (2.80)	2.75 (2.51)	2.75 (2.88)	3.00 (1.21)	1.30 (2.67)	2.00 (2.46)	1.50 (2.25)	2.95 (2.13)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
2.20	Recommend standards of competency and achievement which are for entry level requirements into an occupation.	1.15 (1.93)	.93 (1.91)	1.30 (1.93)	1.75 (1.94)	.30 (1.60)	1.69 (1.91)	1.70 (1.87)	.67 (1.17)	1.19 (1.63)
2.42	Schedule rooms for classes to be offered.	1.15 (2.60)	.90 (2.56)	1.26 (2.51)	2.00 (2.60)	1.17 (2.67)	1.09 (.77)	.50 (1.00)	.20 (.78)	2.25 (3.21)
2.32	Assist high school coordinators (LVEC) in developing occupational Coop. Program.	1.07 (2.07)	.79 (2.19)	1.20 (1.96)	.67 (2.55)	.83 (2.10)	.80 (1.46)	1.17 (1.67)	2.00 (2.04)	1.17 (2.10)
2.39	Develop retraining programs for the unemployed.	1.03 (2.18)	.75 (2.04)	1.18 (2.30)	.30 (1.10)	1.13 (2.38)	.83 (1.83)	1.50 (2.00)	1.00 (2.04)	2.00 (2.81)
2.15	Assign course title and numbers.	.95 (2.51)	.75 (2.32)	1.08 (2.60)	1.00 (2.76)	1.25 (2.87)	1.00 (1.70)	.21 (1.14)	.38 (.58)	1.58 (2.55)
2.37	Develop programs for the handicapped.	.94 (1.92)	.43 (1.84)	1.23 (1.88)	.50 (2.00)	1.13 (2.33)	1.38 (1.62)	.50 (2.13)	.38 (1.69)	.92 (1.93)
2.51	Arrange for student enrollment procedures.	.91 (1.83)	.83 (2.21)	.95 (1.60)	1.20 (1.81)	.93 (1.20)	1.00 (1.67)	1.00 (2.13)	.08 (.58)	1.36 (2.10)
2.35	Arrange counseling services for disadvantaged.	.86 (2.79)	.38 (2.21)	1.31 (2.05)	.38 (2.94)	2.67 (2.50)	.83 (2.43)	.50 (2.00)	1.00 (2.75)	.83 (2.96)
2.45	Prepare instructional materials with the use of various duplicating machines.	.78 (3.38)	.38 (2.91)	1.33 (3.55)	1.25 (3.79)	1.33 (2.90)	2.00 (3.58)	.50 (2.75)	.25 (.88)	.44 (3.63)
2.47	Substitute for instructors in their absence.	.58 (2.28)	-.48 (1.93)	.67 (2.52)	1.00 (2.93)	.50 (2.50)	.31 (1.47)	1.00 (1.67)	.20 (.78)	.81 (2.55)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
.32 (1.82)	3.32 (1.47)	3.32 (2.31)	3.00 (1.00)	2.70 (2.80)	4.00 (1.79)	3.00 (2.00)	4.50 (2.25)	3.70 (1.60)
.79 (2.06)	2.75 (2.52)	2.82 (2.01)	2.70 (2.13)	3.13 (1.31)	3.50 (2.87)	2.50 (3.00)	1.00 (1.75)	2.88 (1.39)
.69 (1.79)	3.70 (1.87)	3.69 (1.76)	3.50 (2.00)	3.50 (2.00)	3.70 (1.73)	3.33 (1.79)	4.75 (2.13)	3.77 (1.44)
.92 (1.79)	3.73 (1.56)	4.13 (1.85)	3.88 (2.94)	4.20 (1.16)	4.20 (1.30)	3.00 (2.50)	3.50 (2.00)	3.89 (1.57)
.60 (3.02)	2.42 (3.18)	2.67 (2.95)	2.50 (2.38)	2.92 (1.75)	2.83 (2.00)	1.67 (2.17)	2.50 (3.75)	2.68 (3.04)
.71 (2.28)	3.36 (2.19)	3.06 (2.21)	3.50 (4.25)	3.92 (1.71)	3.86 (2.14)	3.25 (2.63)	3.50 (2.00)	3.75 (2.00)
.79 2.95)	2.83 (3.25)	2.76 (2.75)	2.79 (1.71)	3.38 (1.49)	2.75 (3.63)	2.50 (3.00)	.25 (1.13)	2.96 (1.35)
.97 2.43)	3.07 (2.08)	2.92 (3.65)	2.33 (2.83)	3.33 (2.29)	3.10 (2.00)	2.17 (3.00)	3.50 (3.75)	3.14 (1.96)
.50 3.07)	2.50 (2.38)	2.50 (3.25)	3.25 (3.38)	2.79 (1.21)	2.70 (2.50)	1.25 (2.38)	1.50 (2.50)	2.00 (3.50)
.81 3.72)	2.85 (2.36)	3.00 (4.00)	3.00 (3.48)	2.75 (2.98)	3.00 (4.25)	3.38 (1.56)	.38 (3.19)	2.70 (2.67)

233

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Indus
2.08	Assist students with making class schedules.	.57 (1.34)	.48 (1.58)	.62 (1.25)	.44 (1.18)	.67 (2.59)	.79 (1.19)	.33 (1.08)	.20 (2.90)	.75 (1.47)
2.41	Cancel classes due to bad weather.	.42 (2.09)	.29 (1.50)	.63 (2.55)	.39 (1.56)	.44 (2.66)	.43 (1.45)	.50 (2.33)	.20 (.90)	.41 (2.46)
2.19	Develop job description using DOT descriptors.	.39 (1.82)	.23 (1.26)	.75 (1.89)	.33 (2.65)	.30 (1.80)	1.56 (1.91)	.21 (1.14)	.38 (1.19)	.43 (1.93)
2.18	Maintain certification files of instruc.	.35 (1.79)	.31 (2.04)	.38 (1.66)	.25 (1.71)	.90 (1.83)	.50 (2.10)	.14 (.64)	0 (.50)	.31 (1.53)
2.48	Schedule circuit instructors.	.34 (1.65)	.33 (1.13)	.43 (1.77)	.75 (2.03)	.07 (.57)	.83 (1.72)	.21 (.89)	.20 (1.78)	.50 (1.69)
2.50	Collect student fees.	.28 (1.34)	.25 (1.44)	.30 (1.30)	.44 (1.34)	.23 (1.14)	.58 (1.17)	.33 (2.08)	0 (.50)	.33 (2.42)
2.29	Discuss educational and skill progress of apprentice student with employer.	.23 (1.49)	.16 (.66)	.29 (2.10)	.08 (.58)	.08 (.58)	.23 (1.64)	.33 (1.33)	.08 (.58)	.90 (2.42)
2.30	Discuss school and work experience of apprentice student with Industrial Commission Apprenticeship Division representative.	.19 (1.22)	.13 (.63)	.24 (2.32)	.04 (.54)	.04 (.58)	.08 (.58)	.21 (.89)	.20 (1.90)	1.67 (3.07)
2.36	Arrange financial assistance for the disadvantaged.	.15 (.65)	.10 (.60)	.18 (.99)	.08 (.58)	.18 (.91)	.17 (.67)	.13 (.63)	.50 (1.25)	.16 (.66)
2.07	Maintain apprenticeship records for school, employer, union, and student.	.15 (.65)	.06 (.56)	.23 (3.01)	.04 (.54)	.07 (.57)	.23 (2.14)	.06 (.56)	.08 (.58)	.41 (4.48)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	**1 - 3 Years**	**4 or More Years**	**Business Education**	**General Education**	**Home Economics**	**Agriculture**	**Health**	**Trades & Industry**
2.61 (3.20)	2.71 (3.00)	2.57 (3.16)	2.25 (2.88)	3.00 (2.67)	2.63 (3.15)	.50 (3.50)	2.83 (2.33)	2.75 (3.26)
1.24 (2.75)	1.33 (2.79)	1.18 (2.72)	.43 (1.45)	1.50 (2.40)	2.67 (3.94)	1.33 (2.17)	1.25 (1.63)	1.38 (3.06)
2.25 (3.07)	2.56 (3.06)	2.14 (3.12)	1.67 (2.56)	2.80 (2.83)	2.75 (1.67)	2.50 (3.67)	2.75 (3.25)	2.30 (3.08)
1.96 (3.14)	2.00 (3.17)	1.94 (3.12)	2.10 (1.50)	3.30 (2.05)	1.50 (2.71)	.38 (1.98)	0 (.50)	2.17 (3.33)
2.58 (3.36)	2.00 (2.86)	2.73 (3.72)	2.75 (2.98)	.50 (3.25)	2.67 (3.00)	1.00 (2.83)	.50 (3.00)	3.00 (4.00)
.95 (2.79)	1.07 (2.68)	.75 (2.84)	1.25 (2.73)	2.50 (3.21)	1.17 (2.68)	1.17 (2.33)	.10 (.60)	1.83 (2.81)
2.71 (3.89)	2.57 (3.40)	2.86 (4.40)	.33 (3.33)	1.25 (2.83)	2.75 (4.33)	3.00 (3.67)	.13 (.63)	3.67 (1.98)
2.56 (3.73)	1.50 (2.95)	2.83 (4.61)	.33 (3.33)	.40 (2.93)	.42 (4.63)	2.00 (3.04)	.33 (2.96)	3.43 (2.17)
2.08 (3.74)	2.58 (3.41)	1.60 (3.87)	.42 (3.67)	2.67 (3.21)	2.25 (3.79)	.50 (3.50)	1.50 (4.50)	2.33 (3.59)
1.00 (3.77)	.50 (3.00)	2.17 (4.24)	.50 (3.25)	.50 (3.75)	.50 (4.00)	.38 (2.69)	.50 (3.00)	3.00 (4.25)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

2.00 INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
2.38	Arrange financial and other help for the handicapped.	.14 (.64)	.12 (.62)	.15 (.65)	.08 (.58)	.28 (1.86)	.17 (.67)	.13 (.63)	.25 - (1.13)	.13 (.63)
2.49	Supervise programmed instructional media center.	.02 (.60)	.09 (.59)	.11 (.61)	.14 (.64)	.25 (3.88)	.30 (1.93)	.13 (.63)	0 (.50)	0 (.50)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

INSTRUCTIONAL PLANNING (FULL AND PART-TIME COURSES)

KEY 0-None   1-Low   2--   3-Medium   4--   5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
2.07 (3.77)	2.60 (3.46)	1.25 (3.88)	.42 (3.67)	3.50 (3.38)	2.33 (3.63)	.50 (3.50)	2.50 (3.00)	2.63 (4.22)
.46 (3.38)	1.00 (3.12)	.48 (3.61)	.80 (3.13)	4.00 (3.70)	1.50 (3.67)	.30 (3.10)	.25 (3.13)	.21 (1.40)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

3.00 EVALUATION

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.04	Assist in self-study of educational programs.	1.79 (1.45)	1.93 (1.12)	1.69 (1.66)	1.86 (1.20)	1.50 (2.40)	1.86 (.73)	1.83 (1.25)	1.25 (1.54)	1.84 (1.23)
3.09	Prepare a summary report of program evaluation for administration and advisory committee members.	1.75 (1.10)	1.70 (1.30)	1.78 (.98)	1.70 (1.00)	1.64 (1.31)	1.95 (.73)	1.83 (.92)	1.33 (1.17)	1.79 (1.15)
3.02	Assist in the evaluation of occupational faculty competency.	1.67 (1.85)	1.58 (2.01)	1.73 (1.68)	.83 (1.83)	1.70 (2.43)	1.36 (1.21)	1.90 (1.15)	1.33 (1.38)	2.13 (1.53)
3.05	Assist in accrediting agency program evaluation.	1.65 (1.98)	1.81 (1.83)	1.38 (2.00)	1.50 (1.83)	1.67 (2.17)	.44 (1.98)	.50 (2.00)	1.63 (1.69)	1.89 (.76)
3.03	Assist in state sponsored program evaluation.	1.59 (1.90)	1.70 (1.73)	1.50 (1.96)	1.67 (1.96)	.83 (1.83)	1.25 (1.84)	1.94 (.56)	1.80 (.78)	1.00 (2.01)
3.07	Conduct a facilities and equipment evaluation.	1.55 (1.82)	1.50 (1.84)	1.58 (1.79)	1.50 (1.87)	.50 (1.50)	1.63 (1.96)	1.79 (1.81)	1.25 (1.54)	1.76 (1.24)
3.01	Request assistance from Advisory Committee to evaluate program of instruction.	1.49 (1.31)	1.56 (1.47)	1.44 (1.24)	1.22 (.94)	1.36 (1.31)	1.21 (1.19)	1.88 (.63)	1.00 (1.25)	1.82 (1.57)
3.14	Conduct an interest survey of potential student group(s).	1.25 (1.79)	1.14 (1.87)	1.31 (1.72)	1.50 (1.57)	1.33 (1.90)	1.69 (1.41)	1.94 (.56)	.08 (.58)	.67 (1.78)
3.10	Appraise students' skill/knowledge performance in relation to educational course objectives.	1.22 (2.12)	.95 (2.08)	1.42 (2.06)	2.50 (3.12)	1.80 (3.00)	1.14 (1.31)	1.00 (1.33)	1.00 (1.75)	1.56 (1.93)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

EVALUATION

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.64 (1.85)	3.75 (1.65)	3.55 (2.03)	3.60 (1.30)	3.50 (1.71)	4.56 (2.28)	3.67 (2.28)	4.63 (2.19)	3.40 (1.26)
4.00 (1.61)	4.00 (1.33)	4.00 (1.73)	3.75 (1.37)	4.08 (1.33)	4.00 (1.83)	4.00 (1.33)	4.80 (1.77)	4.05 (1.50)
4.23 (1.57)	4.38 (1.26)	4.11 (1.83)	3.50 (1.50)	3.90 (2.00)	4.56 (1.61)	4.50 (1.13)	5.00 (.50)	4.21 (1.18)
3.50 (2.63)	3.91 (1.71)	3.00 (3.34)	3.17 (2.58)	3.25 (2.33)	2.50 (4.72)	2.50 (3.83)	4.80 (1.77)	3.86 (1.31)
3.53 (2.15)	3.94 (1.72)	3.18 (3.05)	3.20 (1.53)	3.67 (2.10)	3.17 (4.43)	3.90 (1.15)	3.33 (2.17)	3.50 (2.36)
3.42 (1.70)	3.50 (1.45)	3.37 (1.93)	3.00 (1.63)	3.80 (1.47)	3.50 (2.92)	3.33 (1.50)	3.33 (1.88)	3.83 (1.38)
3.78 (1.46)	3.76 (1.28)	3.79 (1.63)	3.50 (1.20)	3.60 (1.39)	4.13 (1.78)	3.90 (1.15)	3.13 (1.94)	3.93 (1.13)
3.22 (1.40)	3.23 (1.45)	3.21 (1.38)	3.25 (.99)	3.70 (1.30)	3.50 (1.71)	3.25 (1.96)	.33 (3.33)	3.00 (1.83)
3.77 (1.75)	3.75 (1.80)	3.78 (1.82)	3.60 (1.67)	4.20 (1.30)	4.00 (2.11)	3.88 (1.31)	4.50 (2.00)	3.58 (1.54)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

3.00 EVALUATION

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.11	Arrange for skill/knowledge proficiency testing of students (pre- and post-instruction.	.71 (1.88)	.45 (1.96)	.86 (1.81)	.83 (1.93)	1.38 (2.51)	.44 (1.61)	.13 (.63)	1.25 (1.75)	.75 (1.79)
3.08	Develop a procedure whereby data can be used to terminate a program.	.34 (1.86)	.28 (1.81)	.38 (1.90)	.25 (1.69)	.38 (1.94)	.20 (1.78)	.33 (1.96)	.20 (.90)	.63 (1.64)
3.06	Conduct a cost effectiveness study of occupational programs.	.33 (1.85)	.23 (1.70)	.42 (1.89)	.33 (1.90)	.23 (1.64)	.33 (1.83)	.21 (1.14)	.10 (.60)	1.25 (1.96)
3.12	Arrange for skill/knowledge proficiency certification testing of instructors.	.13 (.63)	.09 (.59)	.15 (.65)	.04 (.54)	.08 (.58)	.13 (.63)	.13 (.63)	.50 (1.25)	.16 (.66)
3.14	Supervise compulsory youth educational programs.	.08 (.58)	.10 (.60)	.07 (.57)	.08 (.58)	.08 (.58)	.10 (.60)	.13 (.63)	0 (.50)	.09 (.59)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

EVALUATION

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.24 (3.23)	3.25 (1.52)	3.23 (3.84)	3.25 (1.92)	3.88 (1.63)	3.00 (3.88)	.50 (3.50)	4.25 (1.67)	3.14 (3.73)
3.04 (3.73)	3.00 (3.11)	3.08 (4.15)	2.67 (2.83)	3.63 (2.44)	1.00 (4.76)	2.50 (3.33)	3.50 (2.00)	3.50 (2.29)
2.78 (3.61)	2.78 (3.28)	2.78 (3.93)	2.88 (3.17)	2.50 (3.00)	3.00 (4.54)	.50 (3.83)	3.00 (4.75)	3.06 (1.65)
2.40 (3.96)	2.83 (3.64)	1.67 (4.08)	.50 (3.75)	2.00 (3.50)	2.00 (4.10)	.50 (3.50)	5.00 (.50)	3.00 (3.88)
.44 (3.47)	1.25 (3.35)	.36 (3.51)	2.25 (3.50)	.50 (4.00)	.42 (3.25)	.33 (2.33)	.33 (1.33)	.35 (3.26)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

4.00 PUBLIC RELATIONS

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3 -Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Indust
4.01	Publicize classes to be offered in newspapers, radio, television, and other news media.	2.86 (2.61)	2.65 (2.42)	3.03 (2.63)	2.90 (2.50)	2.94 (1.89)	3.30 (2.60)	2.50 (2.88)	1.25 (1.88)	2.70 (3.06)
4.19	Work cooperatively with high school staff.	2.53 (2.57)	2.67 (2.78)	2.44 (2.30)	3.25 (2.40)	2.50 (2.50)	1.67 (1.96)	3.00 (2.67)	1.75 (1.54)	2.79 (3.25)
4.17	Present talks to out-of-school group(s).	2.47 (1.32)	2.64 (1.84)	2.17 (1.90)	2.79 (2.06)	1.75 (1.91)	2.00 (1.93)	2.17 (1.75)	2.50 (2.00)	2.54 (1.90)
4.02	Establish a plan for scheduling and reporting staff visits, contacts with community groups, professional or other organizations, employers, unions, etc.	2.44 (2.82)	2.17 (2.80)	2.70 (2.80)	2.00 (3.50)	3.10 (2.00)	3.00 (3.13)	2.50 (2.75)	1.75 (1.75)	2.28 (2.42)
4.12	Maintain liaison with high school districts.	2.36 (2.37)	2.56 (2.30)	2.13 (2.44)	2.50 (3.33)	2.70 (2.50)	1.21 (1.52)	3.10 (1.15)	1.67 (1.17)	2.64 (2.19)
4.20	Plan and write program flyers and brochures.	2.33 (1.83)	2.36 (1.77)	2.31 (1.84)	2.88 (1.38)	2.25 (1.68)	2.17 (1.50)	1.25 (1.63)	1.63 (1.19)	2.63 (2.29)
4.18	Serve as liaison for the school administration and the Advisory Committee.	2.23 (2.09)	2.36 (2.16)	2.15 (2.04)	1.67 (2.07)	1.80 (1.65)	1.25 (1.19)	2.75 (1.38)	1.13 (2.06)	3.05 (1.61)
4.08	Participate as a consultant to business and industry regarding the educational role of the school.	2.02 (2.19)	1.79 (2.36)	2.23 (2.03)	2.25 (3.00)	1.75 (2.25)	1.38 (2.15)	1.90 (1.40)	1.38 (.98)	2.50 (1.92)
4.14	Assume role as conference leader.	2.02 (1.72)	1.77 (1.80)	2.25 (1.71)	2.10 (1.65)	2.13 (1.98)	1.75 (1.50)	1.75 (1.25)	1.25 (1.54)	2.50 (1.76)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

UBLIC RELATIONS

BY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

omposite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
.17 (1.81)	3.72 (1.83)	4.43 (1.48)	4.08 (1.83)	4.25 (1.25)	4.79 (.90)	4.00 (1.42)	3.50 (1.75)	3.58 (2.21)
.97 (1.46)	4.00 (1.45)	3.85 (1.45)	4.00 (1.38)	3.90 (1.60)	3.83 (1.29)	4.25 (1.25)	3.50 (1.25)	4.00 (1.57)
.07 (1.	3.96 (1.48)	4.13 (1.22)	4.06 (.89)	4.10 (1.58)	4.25 (1.08)	4.50 (1.90)	4.00 (1.83)	3.91 (1.32)
.74 (1.87)	3.56 (1.94)	3.88 (1.82)	3.63 (1.85)	4.25 (1.67)	4.13 (1.69)	3.25 (1.63)	4.00 (1.50)	3.58 (1.78)
.00 (1.67)	3.90 (1.75)	4.06 (1.56)	3.86 (1.31)	4.00 (1.94)	4.50 (1.67)	4.79 (1.14)	3.33 (1.38)	3.78 (1.51)
.93 (1.36)	3.58 (1.31)	4.13 (1.22)	4.00 (1.00)	4.11 (.87)	4.50 (1.17)	3.25 (1.38)	3.20 (1.78)	3.86 (1.33)
.14 (1.30)	4.12 (1.36)	4.15 (1.26)	4.00 (.93)	3.83 (1.08)	4.57 (1.45)	4.50 (1.67)	4.50 (1.75)	4.19 (1.15)
.88 (1.54)	3.79 (1.39)	3.94 (1.63)	4.10 (1.55)	4.00 (.88)	4.17 (1.92)	3.50 (1.40)	3.75 (1.54)	3.83 (1.25)
.83 (1.55)	3.55 (1.61)	3.97 (1.44)	3.75 (1.33)	3.85 (1.07)	4.00 (1.94)	3.50 (2.00)	3.50 (1.50)	4.11 (1.50)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

4.00 PUBLIC RELATIONS

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trade Indus
4.11	Maintain liaison with employment agencies.	1.85 (2.66)	1.90 (2.67)	1.79 (2.67)	2.50 (2.67)	1.17 (2.33)	1.00 (1.70)	1.50 (2.63)	2.00 (2.25)	2.86 (2.6
4.07	Conduct Open House for staff members and community.	1.77 (1.68)	1.83 (1.32)	1.73 (1.71)	1.61 (1.89)	1.80 (1.70)	1.82 (.74)	1.67 (1.75)	1.63 (1.98)	1.87 (1.26
4.15	Conduct panel discussion.	1.71 (1.88)	1.56 (1.94)	1.83 (1.87)	1.92 (2.13)	1.63 (2.15)	1.70 (1.30)	1.50 (2.00)	1.00 (1.25)	1.96 (1.74
4.08	Publicize Advisory Committee(s) appointments, membership, and role function to the school and community.	1.65 (1.77)	1.68 (2.00)	1.64 (1.62)	1.64 (2.05)	1.67 (1.83)	1.79 (1.36)	2.00 (1.75)	1.00 (.83)	1.50 (1.67
4.09	Provide display in school and community about occupational programs.	1.59 (1.82)	1.54 (1.57)	1.64 (2.07)	1.90 (2.45)	1.08 (1.69)	1.83 (1.80)	1.75 (2.04)	1.90 (.60)	1.50 (1.78
4.04	Plan agenda and communicate date, place, and time for Advisory Committee Meeting to all concerned.	1.57 (1.76)	1.55 (1.70)	1.58 (1.81)	1.33 (2.03)	1.33 (1.43)	1.39 (1.16)	1.90 (1.07)	.80 (.78)	2.50 (1.92
4.21	Present district school goals and objectives to high school career day's participants.	1.57 (1.85)	1.62 (2.05)	1.54 (1.80)	1.81 (1.84)	1.50 (2.13)	1.67 (1.33)	1.90 (2.07)	1.38 (.98)	1.43 (1.94
4.10	Maintain liaison with labor organizations.	1.21 (2.81)	1.00 (2.51)	1.38 (2.95)	.33 (2.33)	.83 (2.10)	.14 (.64)	.33 (2.75)	1.75 (2.54)	3.00 (2.28
4.13	Prepare plans for field trip.	1.00 (2.25)	.60 (2.18)	1.14 (2.26)	1.67 (2.78)	.33 (1.15)	.80 (1.46)	.33 (1.33)	1.75 (2.38)	2.00 (2.27
4.06	Serve as member of High School Occupational Advisory Committee assisting LVEC's.	.85 (1.85)	.56 (1.61)	.78 (2.37)	.90 (1.80)	.18 (1.78)	.33 (1.15)	1.50 (1.13)	2.63 (1.81)	.57 (1.7

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PUBLIC RELATIONS

KEY 0-None   1-Low   2--   3-Medium   4--   5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.75 (1.86)	3.50 (1.89)	3.85 (1.83)	3.94 (.81)	3.17 (2.08)	3.83 (1.93)	3.80 (4.33)	4.00 (1.83)	4.10 (1.85)
2.86 (1.62)	2.88 (1.53)	2.84 (1.67)	2.88 (1.83)	4.38 (1.83)	3.00 (.83)	2.83 (1.50)	2.83 (3.08)	2.67 (1.61)
3.46 (1.66)	3.17 (1.50)	3.71 (1.74)	3.19 (.97)	3.58 (1.16)	3.83 (2.50)	3.38 (1.54)	3.00 (2.38)	3.89 (1.70
3.36 (1.57)	3.50 (1.60)	3.30 (1.54)	3.38 (1.49)	3.33 (1.58)	4.00 (2.00)	3.25 (1.25)	3.33 (1.33)	3.19 (1.31)
3.16 (1.49)	3.19 (1.32)	3.14 (1.68)	2.92 (1.21)	3.50 (2.00)	3.50 (1.75)	3.17 (1.50)	3.17 (1.08)	3.14 (1.41)
3.58 (1.79)	3.38 (1.47)	3.85 (1.88)	3.50 (1.47)	3.36 (1.77)	4.50 (1.75)	3.33 (1.96)	3.13 (1.06)	3.79 (1.69)
3.80 (1.75)	3.65 (1.55)	3.88 (1.95)	3.85 (1.20)	3.83 (1.33)	4.40 (1.31)	4.00 (1.83)	3.13 (1.06)	3.71 (1.90)
3.56 (2.57)	3.33 (1.93)	3.71 (3.01)	3.80 (2.50)	3.38 (1.38)	.50 (3.50)	2.50 (4.33)	4.00 (2.13)	4.25 (1.76)
2.78 (1.60)	2.62 (1.51)	2.88 (1.82)	2.90 (2.00)	2.80 (1.46)	2.57 (2.86)	1.50 (3.00)	2.92 (.58)	3.06 (1.35)
3.14 (3.31)	3.00 (2.67)	3.30 (3.75)	3.88 (1.80)	3.50 (4.00)	2.88 (3.73)	2.75 (1.63)	3.50 (1.75)	2.86 (3.50)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

4.00 PUBLIC RELATIONS

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trade Indus
4.05	Assist in graduation planning.	.48 (1.81)	.41 (1.83)	.58 (1.79)	.40 (1.13)	.50 (1.88)	.38 (1.19)	.50 (2.00)	.50 (2.00)	1.50 (1.68
4.16	Employ role-playing techniques.	.39 (2.32)	.30 (1.66)	.46 (2.52)	.43 (2.45)	.12 (.62)	.43 (1.91)	.50 (1.75)	.50 (1.25)	1.00 (2.69

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PUBLIC RELATIONS

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
1.80 (2.78)	2.50 (2.67)	1.40 (2.78)	1.00 (2.81)	2.75 (2.75)	1.50 (2.50)	2.67 (2.00)	2.75 (3.25)	2.50 (2.45)
2.84 (2.79)	3.00 (2.63)	2.73 (3.17)	2.80 (3.40)	1.50 (2.67)	2.75 (3.00)	2.75 (3.63)	3.00 (.75)	3.25 (2.23)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATOR'S TASK ANALYSIS

5.00 STUDENTS - FULL-AND PART-TIME - APPRENTICE - CLUBS

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trade Indust
5.01	Arrange for high school student groups to visit Area Vocational-Technical School.	1.06 (2.02)	1.08 (2.30)	1.05 (1.90)	1.83 (2.73)	.75 (1.68)	.50 (1.75)	1.70 (1.45)	.75 (1.67)	1.50 (2.00)
5.07	Maintain record of safety instruction in department consistent with safety laws.	.40 (2.16)	.29 (1.90)	.50 (2.28)	.08 (.58)	.23 (1.14)	1.64 (2.05)	.33 (1.83)	.50 (1.25)	1.67 (2.93)
5.06	Establish a procedure for attending First Aid needs of students.	.33 (1.72)	.26 (1.32)	.39 (1.86)	.13 (.63)	.12 (.62)	.33 (1.96)	.50 (2.00)	1.00 (1.50)	1.00 (2.07)
5.03	Serve in advisory capacity in the promotion of student leadership clubs.	.29 (2.13)	.24 (2.02)	.33 (2.23)	.33 (2.67)	.23 (1.89)	.39 (2.96)	.21 (1.89)	.38 (2.69)	.26 (2.06)
5.08	Orient students to student organizations.	.29 (1.74)	.30 (1.78)	.29 (1.70)	.30 (1.60)	.23 (1.64)	.25 (1.88)	.21 (1.14)	.63 (.58)	.35 (2.01)
5.10	Obtain Administration approval to establish a student organization.	.22 (1.76)	.27 (1.86)	.19 (1.67)	.39 (1.89)	.08 (.58)	.18 (1.72)	.33 (2.08)	.38 (1.69)	.21 (1.80)
5.13	Evaluate student organization.	.21 (1.71)	.25 (1.88)	.19 (1.07)	.30 (1.93)	.07 (.57)	.33 (1.96)	.21 (1.81)	.38 (1.69)	.20 (1.15)
5.02	Conduct student seminar on techniques of employment interview.	.20 (1.08)	.11 (.61)	.27 (1.66)	.44 (1.61)	.17 (.67)	.20 (1.78)	.06 (.56)	.25 (1.13)	.23 (1.06)
5.04	Arrange state and national participation of students in club organization.	.19 (1.15)	.18 (1.16)	.20 (1.15)	.08 (.58)	.12 (.62)	.39 (1.76)	.13 (.63)	.25 (1.68)	.26 (1.74)
5.05	Participate in promoting local extra-curricular sports and activities for student body.	.17 (.73)	.12 (.62)	.21 (1.27)	.04 (.54)	.23 (1.64)	.25 (1.71)	.13 (.63)	1.00 (2.04)	.22 (1.39)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

STUDENTS - FULL-AND PART-TIME - APPRENTICE - CLUBS

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.09	3.25	2.96 (2.12)	3.50 (2.27)	3.10 (1.50)	3.90 (1.63)	3.33 (2.35)	3.13 (1.94)	2.83 (1.50)
3.00 (3.47)	3.07 (3.00)	2.96 (3.49)	2.25 (2.83)	3.00 (3.42)	3.25 (1.33)	1.50 (4.67)	2.50 (3.00)	3.72 (1.71)
2.60 (3.22)	2.85 (3.10)	2.31 (3.27)	2.50 (3.42)	2.50 (3.42)	2.63 (3.29)	2.50 (3.00)	2.50 (3.00)	3.06 (2.08)
2.60 (3.04)	2.83 (2.42)	2.25 (3.10)	3.00 (1.33)	2.67 (3.21)	2.83 (3.68)	1.75 (2.67)	2.75 (2.13)	2.33 (2.65)
2.33 (2.90)	2.65 (2.50)	1.88 (2.95)	2.25 (2.38)	2.63 (2.90)	.50 (3.00)	1.00 (2.33)	2.67 (2.88)	2.75 (2.77)
1.94 (3.18)	2.90 (3.57)	.48 (2.84)	2.50 (2.63)	2.00 (3.02)	.50 (3.00)	.50 (3.50)	2.50 (3.00)	2.58 (3.18)
1.69 (3.07)	2.56 (2.94)	.40 (2.90)	3.00 (2.25)	2.50 (3.88)	.50 (3.00)	.75 (3.54)	2.75 (2.88)	1.67 (2.82)
2.75 (3.35)	2.86 (3.03)	2.64 (3.52)	3.10 (3.33)	2.83 (3.25)	2.83 (3.58)	2.67 (3.17)	2.75 (2.13)	2.67 (3.38)
2.50 (3.22)	2.82 (2.99)	2.00 (3.32)	2.83 (3.54)	2.50 (3.00)	2.50 (3.54)	.38 (4.69)	3.00 (.83)	2.56 (2.63)
.49 (2.91)	1.00 (3.06)	.41 (2.76)	.50 (2.00)	2.50 (3.63)	.43 (3.12)	.38 (1.81)	1.00 (3.04)	1.83 (2.86)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

5.00 STUDENTS - FULL-AND PART-TIME - APPRENTICE - CLUBS

KEY 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trade Indus
5.12	Assist students in formulation of rules and procedures for conducting business affairs of the club organization.	.15 (.65)	.08 (.58)	.21 (1.69)	.28 (2.11)	.04 (.54)	.25 (1.88)	.13 (.63)	.25 (.68)	.17 (.67)
5.11	Assist students with financial management of student organization.	.13 (.63)	.10 (.60)	.15 (.65)	.25 (2.25)	.03 (.53)	.25 (1.94)	.13 (.63)	.50 (1.25)	.11 (.61)
5.09	Direct initiation activities of student organizations.	.07 (.57)	.04 (.54)	.09 (.57)	.04 (.54)	.03 (.54)	.08 (.58)	.06 (.56)	.38 (1.19)	.09 (.59)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

STUDENTS - FULL-AND PART-TIME - APPRENTICE - CLUBS

KEY 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
1.50 (3.05)	2.00 (3.49)	.48 (2.84)	3.00 (2.00)	.40 (3.43)	.50 (2.50)	1.00 (3.04)	.50 (3.00)	1.67 (2.91)
.45 (2.92)	1.00 (3.56)	.40 (2.71)	2.75 (2.13)	.40 (3.13)	.50 (2.50)	.20 (.90)	2.50 (3.00)	.50 (2.83)
.34 (2.60)	.50 (2.92)	.27 (2.16)	.50 (2.83)	.40 (2.93)	.29 (1.73)	.20 (.90)	2.75 (2.88)	.39 (2.89)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

6.00 PROFESSIONAL GROWTH

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
6.08	Attend called coordinators' meetings at District level.	3.11 (1.11)	3.14 (.93)	3.08 (1.32)	3.00 (1.70)	3.61 (1.14)	3.05 (.73)	3.08 (.75)	2.75 (1.75)	3.07 (1.01)
6.03	Maintain professional library of books, periodicals, and other current literature.	2.55 (1.50)	2.38 (1.66)	2.68 (1.40)	3.20 (1.53)	2.75 (2.50)	2.58 (1.42)	2.21 (.89)	2.33 (2.00)	2.46 (1.31)
6.12	Establish communication channels relative to recruitment, testing, guidance, counseling, and placement with Student Services Division.	2.52 (2.94)	2.38 (3.20)	2.56 (2.82)	2.90 (2.83)	2.17 (2.60)	1.83 (2.25)	1.50 (3.13)	2.75 (2.38)	2.71 (3.49)
6.02	Maintain an active membership in professional association which furthers the cause of Vocational-Technical education.	2.06 (.62)	2.08 (.61)	2.04 (.63)	2.05 (.64)	2.08 (.67)	2.03 (.53)	2.00 (.63)	2.38 (2.69)	2.08 (.62)
6.13	Screen and select instructional part- and full-time staff.	2.05 (2.03)	1.56 (1.80)	2.35 (2.14)	2.00 (1.73)	2.50 (2.30)	1.80 (1.53)	1.90 (1.15)	1.08 (.58)	2.58 (2.59)
6.01	Prepare a budget for travel and professional growth for department.	1.91 (.59)	1.91 (.59)	1.91 (.59)	1.83 (.67)	1.88 (.62)	1.97 (.53)	1.94 (.56)	1.80 (.90)	1.88 (.63)
6.16	Assist new school personnel in understanding policies and regulations of the school.	1.91 (1.64)	1.71 (1.56)	2.02 (1.63)	1.83 (1.50)	1.83 (2.27)	1.93 (1.25)	1.93 (.71)	2.25 (3.25)	2.00 (1.72)
6.10	Attend Coordination Meeting at WAVAE Convention.	1.90 (.61)	1.89 (.61)	1.90 (.62)	1.83 (.67)	1.93 (.57)	1.97 (.53)	1.67 (1.96)	1.80 (1.78)	1.98 (.56)
6.14	Serve as an officer of a professional organization.	1.77 (1.84)	1.71 (2.00)	1.81 (1.48)	1.50 (2.12)	1.17 (1.80)	1.69 (1.78)	1.60 (1.80)	2.00 (.75)	1.94 (.85)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROFESSIONAL GROWTH

KEY. . . . 0-None 1-Low 2-- 3-Medium 4-- 5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.97 (1.71)	3.79 (1.67)	4.13 (1.70)	3.25 (1.93)	4.25 (1.08)	4.61 (1.56)	4.17 (1.54)	4.75 (1.88)	3.56 (1.47)
3.72 (1.68)	4.00 (1.60)	3.48 (1.68)	3.75 (1.02)	4.00 (1.67)	4.40 (1.42)	4.25 (1.25)	3.50 (2.00)	3.22 (1.19)
3.85 (1.82)	3.61 (1.81)	3.97 (1.77)	3.50 (1.60)	4.10 (1.55)	4.00 (.83)	3.50 (4.33)	4.80 (1.77)	3.80 (1.65)
3.95 (1.95)	4.00 (1.93)	3.91 (1.96)	4.50 (2.50)	4.00 (2.00)	4.38 (1.72)	3.83 (1.92)	4.80 (1.77)	3.50 (1.56)
4.66 (1.13)	4.63 (1.15)	4.68 (1.12)	4.61 (1.16)	4.75 (.94)	4.82 (.78)	4.67 (1.33)	5.00 (.50)	4.42 (1.12)
3.95 (1.62)	3.93 (1.57)	3.97 (1.65)	4.00 (1.33)	3.60 (1.50)	4.38 (1.84)	4.00 (.83)	4.25 (1.54)	3.57 (1.66)
3.97 (1.58)	3.86 (1.67)	4.03 (1.50)	3.64 (1.14)	4.50 (1.20)	4.30 (1.43)	3.75 (1.38)	4.00 (1.83)	3.90 (1.43)
3.28 (1.70)	3.27 (2.02)	3.28 (1.69)	3.17 (2.00)	3.29 (1.20)	3.75 (1.70)	3.25 (2.19)	3.50 (3.75)	3.27 (1.55)
3.48 (1.76)	3.59 (1.59)	3.41 (1.91)	3.50 (2.25)	3.63 (1.56)	3.10 (2.25)	4.13 (1.19)	3.13 (1.06)	3.39 (1.56)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

6.00 PROFESSIONAL GROWTH

KEY. . . . 0-Never 1-Semi-Annually 2-Annually 3-Monthly 4-Weekly 5-Daily

APPROXIMATE FREQUENCY OF PERFORMANCE

ITEM	TASK	Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades Industry
6.04	Interpret state certification requirements for staff members.	1.68 (1.73)	1.79 (1.91)	1.63 (1.70)	1.83 (2.04)	1.08 (1.48)	1.85 (.98)	1.75 (1.63)	1.33 (1.17)	1.89 (1.26)
6.09	Attend called coordinators' meetings at State level.	1.47 (1.15)	1.44 (1.17)	1.48 (1.14)	1.27 (1.00)	1.00 (1.45)	1.83 (.67)	1.14 (.64)	1.80 (.90)	1.55 (1.27)
6.11	Direct In-Service program.	1.43 (1.45)	1.44 (1.43)	1.43 (1.50)	1.28 (1.17)	1.25 (1.75)	1.50 (1.24)	1.90 (1.40)	• 2.00 (1.88)	1.40 (1.57)
6.05	Arrange local and state exhibits and contests.	1.14 (1.98)	.47 (1.99)	1.54 (1.94)	.31 (2.03)	.28 (1.74)	1.50 (2.12)	1.70 (1.45)	.38 (1.60)	1.66 (1.63)
6.06	Attend district school board meetings.	.43 (1.96)	.30 (1.95)	.61 (1.93)	.43 (2.41)	.39 (1.31)	.22 (1.01)	1.70 (1.45)	.28 (2.13)	.47 (2.07)
6.07	Prepare articles for professional journals.	.36 (1.90)	.40 (2.00)	.34 (1.82)	.22 (2.01)	.17 (.67)	.15 (.65)	1.67 (1.08)	1.63 (1.98)	.46 (1.54)

FOX VALLEY TECHNICAL INSTITUTE

COORDINATORS TASK ANALYSIS

PROFESSIONAL GROWTH

KEY 0-None   1-Low   2--   3-Medium   4--   5-High

DEGREE OF IMPORTANCE (Knowledge/Skill)

Composite Median	1 - 3 Years	4 or More Years	Business Education	General Education	Home Economics	Agriculture	Health	Trades & Industry
3.23 (1.58)	3.25 (1.63)	3.31 (1.53)	2.90 (1.33)	3.70 (1.47)	4.00 (1.93)	3.10 (1.15)	3.38 (1.69)	3.27 (1.34)
3.84 (1.60)	3.81 (1.69)	3.39 (1.65)	3.07 (1.25)	3.90 (1.50)	4.70 (1.60)	4.50 (1.33)	4.75 (1.89)	3.56 (1.54)
4.19 (1.45)	4.33 (1.44)	4.10 (1.46)	3.88 (1.13)	4.67 (1.03)	4.70 (1.10)	4.00 (1.23)	3.38 (1.19)	3.92 (1.40)
3.00 (2.13)	3.17 (1.22)	2.83 (2.50)	2.88 (1.31)	2.67 (2.67)	3.00 (3.75)	3.75 (1.08)	2.63 (3.08)	2.89 (1.56)
2.79 (3.00)	3.06 (2.73)	2.58 (3.00)	3.50 (2.00)	2.92 (2.13)	2.50 (3.75)	2.00 (2.17)	2.75 (2.63)	2.92 (3.17)
3.57 (2.58)	3.60 (1.54)	3.54 (3.40)	3.33 (1.35)	3.00 (3.13)	3.17 (3.75)	3.90 (2.15)	4.50 (1.75)	3.75 (2.30)

APPENDIX C

Median ranking of tasks in the "Approximate Degree of Importance" in all categories by Coordinators in all areas of Coordination.

Responses to the "Approximate Degree of Importance" Section:

BUSINESS EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	6.13	6.00	4.61	33	6.03	6.00	3.75
2	6.02	6.00	4.50	33	4.14	4.00	3.75
3	1.12	1.00	4.48	33	2.53	2.00	3.75
4	1.29	1.00	4.42	33	2.22	2.00	3.75
5	2.21	2.00	4.38	33	3.09	3.00	3.75
6	1.17	1.00	4.33	37	1.05	1.00	3.69
7	2.05	2.00	4.30	38	1.18	1.00	3.68
8	2.27	2.00	4.29	40	6.16	6.00	3.67
9	1.11	1.00	4.13	40	2.52	2.00	3.67
10	4.08	4.00	4.10	40	2.26	2.00	3.67
11	4.17	4.00	4.06	42	4.02	4.00	3.63
14	4.19	4.00	4.06	44.5	2.14	2.00	3.60
14	4.01	4.00	4.00	44.5	3.10	3.00	3.60
14	4.20	4.00	4.00	44.5	3.04	3.00	3.60
14	6.01	6.00	4.00	44.5	1.06	1.00	3.60
14	4.18	4.00	4.00	47	1.04	1.00	3.58
17	2.31	2.00	3.95	48	2.25	2.00	3.57
18	4.11	4.00	3.94	54.5	6.12	6.00	3.50
19	1.14	1.00	3.93	54.5	2.01	2.00	3.50
20	1.30	1.00	3.92	54.5	1.02	1.00	3.50
23	1.21	1.00	3.88	54.5	1.10	1.00	3.50
23	1.20	1.00	3.88	54.5	5.01	5.00	3.50
23	6.11	6.00	3.88	54.5	6.14	6.00	3.50
23	4.06	4.00	3.88	54.5	4.04	4.00	3.50
23	2.39	2.00	3.88	54.5	3.01	3.00	3.50
26	4.12	4.00	3.86	54.5	3.02	3.00	3.50
27	4.21	4.00	3.85	54.5	2.32	2.00	3.50
29	2.04	2.00	3.83	54.5	2.37	2.00	3.50
29	2.03	2.00	3.83	54.5	6.06	6.00	3.50
29	2.34	2.00	3.83	61	1.31	1.00	3.43
31	4.10	4.00	3.80	62	1.07	1.00	3.40
				63.5	1.19	1.00	3.38

Responses to the "Approximate Degree of Importance" Section:

BUSINESS EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIA
63.5	4.03	4.00	3.38	91.5	2.16	2.00	3.00	125.5	5.07	5.00	2.25
66.5	2.24	2.00	3.33	91.5	2.47	2.00	3.00	125.5	3.13	3.00	2.25
66.5	1.02	1.00	3.33	91.5	5.03	5.00	3.00	128.5	2.46	2.00	2.17
66.5	1.15	1.00	3.33	91.5	5.13	5.00	3.00	128.5	2.17	2.00	2.17
69	2.02	2.00	3.31	91.5	5.12	5.00	3.00	130	2.18	2.00	2.16
71	1.08	1.00	3.30	99.5	2.44	2.00	2.92	131	2.40	2.00	2.00
71	1.32	1.00	3.30	99.5	4.09	4.00	2.92	132	2.19	2.00	1.67
71	1.13	1.00	3.30	102	6.04	6.00	2.90	133	2.33	2.00	1.40
73	2.23	2.00	3.28	102	4.13	4.00	2.90	134	2.50	2.00	1.25
75	6.08	6.00	3.25	102	4.16	4.00	2.90	135	4.05	4.00	1.00
75	2.10	2.00	3.25	105.5	4.07	4.00	2.88	138	2.49	2.00	.50
75	3.14	3.00	3.25	105.5	2.06	2.00	2.88	138	2.07	2.00	.50
75	2.45	2.00	3.25	105.5	3.06	3.00	2.88	138	5.05	5.00	.50
75	3.11	3.00	3.25	105.5	6.05	6.00	2.88	138	5.09	5.00	.50
76.5	1.22	1.00	3.21	108	1.27	1.00	2.83	138	3.12	3.00	.50
76.5	1.09	1.00	3.21	108	1.26	1.00	2.83	144	2.41	2.00	.43
78	3.03	3.00	3.20	108	5.04	5.00	2.83	145.5	2.38	2.00	.42
80	1.24	1.00	3.19	110	2.51	2.00	2.79	145.5	2.36	2.00	.42
80	4.15	4.00	3.19	110	1.03	1.00	2.75	147.5	2.29	2.00	.33
80	1.23	1.00	3.19	110	2.12	2.00	2.75	147.5	2.30	2.00	.33
82.5	6.10	6.00	3.17	110	2.48	2.00	2.75				
82.5	3.05	3.00	3.17	110	1.25	1.00	2.75				
84	5.02	5.00	3.10	110	5.11	5.00	2.75				
85	2.11	2.00	3.08	116	2.42	2.00	2.70				
86.5	2.43	2.00	3.07	117.5	2.09	2.00	2.67				
86.5	6.09	6.00	3.07	117.5	3.08	3.00	2.67				
91.5	1.28	1.00	3.00	120.5	2.28	2.00	2.50				
91.5	2.13	2.00	3.00	120.5	2.15	2.00	2.50				
91.5	1.16	1.00	3.00	120.5	5.10	5.00	2.50				
91.5	2.20	2.00	3.00	120.5	5.06	5.00	2.50				
91.5	3.07	3.00	3.00	123	2.35	2.00	2.33				
				125.5	2.08	2.00	2.25				
				125.5	5.08	5.00	2.25				

Responses to the "Approximate Degree of Importance" Section:

HEALTH EDUCATION COORDINATORS

RANK		AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
5	[illegible]	1.00	5.00	30	2.21	2.00	4.63
5	[illegible]	2.00	5.00	30	1.08	1.00	4.63
5	[illegible]	2.00	5.00	30	1.21	1.00	4.63
5	6.13	6.00	5.00	30	1.19	1.00	4.63
5	3.12	3.00	5.00	30	3.04	3.00	4.63
6.5	[illegible]	2.00	4.92	39.5	2.05	2.00	4.50
6.5	1.20	1.00	4.92	39.5	2.11	2.00	4.50
6.5	1.14	1.00	4.92	39.5	2.44	2.00	4.50
6.5	2.02	2.00	4.92	39.5	1.31	1.00	4.50
10	2.03	2.00	4.90	39.5	6.07	6.00	4.50
10	1.12	1.00	4.90	39.5	4.18	4.00	4.50
10	1.11	1.00	4.90	39.5	3.10	3.00	4.50
13.5	6.12	6.00	4.80	39.5	1.03	1.00	4.50
13.5	6.02	6.00	4.80	39.5	2.20	2.00	4.50
13.5	2.01	2.00	4.80	39.5	1.15	1.00	4.50
13.5	1.10	1.00	4.80	49.5	6.01	6.00	4.25
13.5	1.30	1.00	4.80	49.5	3.11	3.00	4.25
13.5	1.32	1.00	4.80	51.5	2.14	2.00	4.00
13.5	3.05	3.00	4.80	51.5	1.23	1.00	4.00
13.5	3.09	3.00	4.80	51.5	4.17	4.00	4.00
13.5	2.27	2.00	4.80	51.5	6.16	6.00	4.00
13.5	1.02	1.00	4.80	51.5	4.11	4.00	4.00
23.5	6.08	6.00	4.75	51.5	4.02	4.00	4.00
23.5	2.32	2.00	4.75	51.5	4.10	4.00	4.00
23.5	1.01	1.00	4.75	51.5	1.27	1.00	4.00
23.5	6.09	6.00	4.75	51.5	1.04	1.00	4.00
23.5	1.26	1.00	4.75	51.5	1.05	1.00	4.00
23.5	2.34	2.00	4.75	61	2.24	2.00	3.75
29	2.43	2.00	4.67	61	1.06	1.00	3.75
30	1.24	1.00	4.63	61	4.08	4.00	3.75
30	1.22	1.00	4.63	64	4.06	4.00	3.50
30	1.17	1.00	4.63	64.5	6.03	6.00	3.50
30	2.10	2.00	4.63	64.5	.28	2.00	3.50
				64.5	6.10	6.00	3.50

Responses to the "Approximate Degree of Importance" Section:

HEALTH EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	ME
64.5	4.19	4.00	3.50	100.5	1.09	1.00	3.00	134.5	5.05	5.00	1
64.5	1.25	1.00	3.50	100.5	4.16	4.00	3.00	134.5	2.42	2.00	1
64.5	4.14	4.00	3.50	100.5	5.04	5.00	3.00	136	5.12	5.00	
64.5	4.01	4.00	3.50	100.5	3.06	3.00	3.00	136	2.48	2.00	
64.5	1.16	1.00	3.50	106	4.13	4.00	2.92	136	2.07	2.00	
64.5	2.23	2.00	3.50	107	2.26	2.00	2.88	139	2.47	2.00	
64.5	2.39	2.00	3.50	108.5	4.07	4.00	2.83	140	2.30	2.00	
64.5	2.35	2.00	3.50	108.5	2.09	2.00	2.83	140	3.14	3.00	
64.5	2.37	2.00	3.50	108.5	6.05	6.00	2.83	140	3.13	3.00	
64.5	3.08	3.00	3.50	108.5	2.08	2.00	2.83	143	2.17	2.00	
78.5	2.06	2.00	3.38	112	4.05	4.00	2.75	143	2.51	2.00	
78.5	1.29	1.00	3.38	112	5.03	5.00	2.75	143	2.49	2.00	
78.5	6.11	6.00	3.38	112	5.13	5.00	2.75	146	2.29	2.00	
78.5	1.07	1.00	3.38	112	5.09	5.00	2.75	147	2.50	2.00	
78.5	6.04	6.00	3.38	112	2.16	2.00	2.75	148	2.18	2.00	
78.5	2.25	2.00	3.38	112	2.19	2.00	2.75				
84.5	3.03	3.00	3.33	112	2.31	2.00	2.75				
84.5	4.12	4.00	3.33	112	6.06	6.00	2.75				
84.5	3.07	3.00	3.33	112	5.02	5.00	2.75				
84.5	4.15	4.00	3.33	121	5.08	5.00	2.67				
88	2.46	2.00	3.25	121	5.06	5.00	2.50				
89	4.20	4.00	3.20	121	5.07	5.00	2.50				
90.5	4.09	4.00	3.17	121	2.36	2.00	2.50				
90.5	1.18	1.00	3.17	121	5.11	5.00	2.50				
92	1.28	1.00	3.13	121	2.15	2.00	2.50				
92	2.13	2.00	3.13	121	5.10	5.00	2.50				
92	6.14	6.00	3.13	121	2.38	2.00	2.50				
92	4.21	4.00	3.13	129	2.41	2.00	2.00				
92	3.01	3.00	3.13	130	2.33	2.00	1.50				
92	4.04	4.00	3.13	130	2.12	2.00	1.50				
92	5.01	5.00	3.13	130	2.45	1.00	1.50				
99	1.13	1.00	3.08	133	2.40	1.00	1.25				
100.5	4.03	4.00	3.00								
100.5	2.22	2.00	3.00								

Responses to the "Approximate Degree of Importance" Section:

GENERAL EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	2.05	2.00	4.80	33.5	6.03	6.00	4.00
2	2.04	2.00	4.77	33.5	4.12	4.00	4.00
3.5	6.13	6.00	4.75	33.5	6.02	6.00	4.00
3.5	1.10	1.00	4.75	33.5	1.32	1.00	4.00
5	1.17	1.00	4.72	33.5	4.08	4.00	4.00
6.5	2.27	2.00	4.67	33.5	1.20	1.00	4.00
6.5	6.11	6.00	4.67	33.5	1.04	1.00	4.00
8	1.14	1.00	4.63	33.5	2.02	2.00	4.00
9	1.12	1.00	4.57	33.5	1.19	1.00	4.00
10	2.53	2.00	4.56	33.5	2.49	2.00	4.00
11.5	1.29	1.00	4.50	43	2.37	2.00	3.92
11.5	2.21	2.00	4.50	44	4.19	4.00	3.90
11.5	6.16	6.00	4.50	44	1.07	1.00	3.90
11.5	1.16	1.00	4.50	44	6.09	6.00	3.90
15	2.14	2.00	4.38	47	3.11	3.00	3.88
15	2.03	2.00	4.38	48	4.14	4.00	3.86
15	4.07	4.00	4.38	49.5	2.23	2.00	3.83
18	1.31	1.00	4.33	49.5	4.18	4.00	3.83
19.5	6.08	6.00	4.25	49.5	4.21	4.00	3.83
19.5	4.02	4.00	4.25	49.5	1.15	1.00	3.83
19.5	4.01	4.00	4.25	53	3.07	3.00	3.80
19.5	2.34	2.00	4.25	54	2.41	2.00	3.79
23	2.52	2.00	4.20	55	1.30	1.00	3.75
23	2.39	2.00	4.20	55	2.22	2.00	3.75
23	3.10	3.00	4.20	55	2.16	2.00	3.75
26	1.11	1.00	4.17	58.5	3.14	3.00	3.70
27	4.20	4.00	4.11	58.5	6.04	6.00	3.70
28	6.12	6.00	4.10	60.5	2.24	2.00	3.67
28	4.17	4.00	4.10	60.5	3.03	3.00	3.67
28	1.21	1.00	4.10	62	6.14	6.00	3.63
31	3.09	3.00	4.08	62	3.08	3.00	3.63
32	2.01	2.00	4.07	62	2.44	2.00	3.63
				65.5	6.01	6.00	3.60

Responses to the "Approximate Degree of Importance" Section:

GENERAL EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA
65.5	3.01	3.00	3.60	98	2.43	2.00	3.20	128	5.07	5.00
67	4.15	4.00	3.58	99	4.11	4.00	3.17	128	5.13	5.00
68	2.06	2.00	3.50	100	1.02	1.00	3.15	135	1.03	1.00
68	2.25	2.00	3.50	101	2.42	2.00	3.13	136	2.19	2.00
68	3.02	3.00	3.50	102.5	2.17	2.00	3.10	136	3.12	3.00
68	3.04	3.00	3.50	102.5	5.01	5.00	3.10	136	5.10	5.00
68	4.09	4.00	3.50	104.5	1.28	1.00	3.08	139	4.16	4.00
68	2.32	2.00	3.50	104.5	1.01	1.00	3.08	140	2.29	2.00
69	1.25	1.00	3.50	106	1.18	1.00	3.00	141	3.13	3.00
68	2.38	2.00	3.50	106	2.08	2.00	3.00	141	2.48	2.00
68	4.06	4.00	3.50	106	1.13	1.00	3.00	141	2.07	2.00
77	1.27	1.00	3.42	106	5.07	5.00	3.00	145.5	2.30	2.00
78	1.24	1.00	3.40	106	6.07	6.00	3.00	145.5	5.12	5.00
78	1.08	1.00	3.40	111.5	2.15	2.00	2.92	145.5	5.09	5.00
78	2.31	2.00	3.40	111.5	6.06	6.00	2.92	145.5	5.11	5.00
78	1.23	1.00	3.40	113.5	2.28	2.00	2.83			
78	1.05	1.00	3.40	113.5	5.02	5.00	2.83			
83	2.26	2.00	3.38	116	2.13	2.00	2.80			
83	2.51	2.00	3.38	117	2.45	2.00	2.79			
83	4.10	4.00	3.38	118	2.33	2.00	2.75			
86	4.04	4.00	3.36	118	2.47	2.00	2.75			
87.5	2.35	2.00	3.33	118	4.05	4.00	2.75			
87.5	2.10	2.00	3.33	121	2.20	2.00	2.70			
87.5	4.03	4.00	3.33	122.5	2.46	2.00	2.67			
87.5	1.09	1.00	3.33	122.5	6.05	6.00	2.67			
91	1.22	1.00	3.30	122.5	5.03	5.00	2.67			
91	2.18	2.00	3.30	122.5	2.36	2.00	2.67			
91	1.06	1.00	3.30	126	5.08	5.00	2.63			
94	6.10	6.00	3.29	127	2.16	2.00	2.60			
95.5	2.11	2.00	3.25	128	4.13	4.00	2.50			
95.5	3.05	3.00	3.25	128	3.06	3.00	2.50			
97	1.26	1.00	3.22	128	5.05	5.00	2.50			
				128	2.50	2.00	2.50			
				128	5.04	5.00	2.50			

Responses to the "Approximate Degree of Importance" Section:

AGRICULTURE EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	4.12	4.00	4.79	25.5	2.03	2.00	4.00
2.5	1.29	1.00	4.67	35.5	3.03	3.00	3.90
2.5	6.13	6.00	4.67	35.5	3.01	3.00	3.90
4	1.17	1.00	4.50	35.5	1.16	1.00	3.90
4	4.18	4.00	4.50	35.5	6.07	6.00	3.90
4	4.17	4.00	4.50	39.5	1.02	1.00	3.88
4	1.14	1.00	4.50	39.5	3.10	3.00	3.88
4	3.02	3.00	4.50	41	2.25	2.00	3.83
4	1.31	1.00	4.50	41	6.02	6.00	3.83
4	6.09	6.00	4.50	41	2.52	2.00	3.83
11.5	4.19	4.00	4.25	44	2.14	2.00	3.75
11.5	6.03	6.00	4.25	44	2.04	2.00	3.75
13.5	1.22	1.00	4.17	44	2.24	2.00	3.75
13.5	6.08	6.00	4.17	44	1.24	1.00	3.75
13.5	2.27	2.00	4.17	44	6.16	6.00	3.75
13.5	1.07	1.00	4.17	44	2.53	2.00	3.75
13.5	1.30	1.00	4.17	44	6.05	6.00	3.75
13.5	1.32	1.00	4.17	44	1.15	1.00	3.75
19	2.05	2.00	4.13	44	2.01	2.00	3.75
19	1.13	1.00	4.13	53	1.06	1.00	3.67
19	6.14	6.00	4.13	53	3.04	3.00	3.67
22	1.12	1.00	4.10	53	2.34	2.00	3.67
22	2.02	2.00	4.10	56	1.25	1.00	3.60
22	1.21	1.00	4.10	57	1.28	1.00	3.50
25.5	2.21	2.00	4.00	57	1.23	1.00	3.50
25.5	4.01	4.00	4.00	57	2.44	2.00	3.50
25.5	6.01	6.00	4.00	57	1.08	1.00	3.50
25.5	6.11	6.00	4.00	57	2.22	2.00	3.50
25.5	4.21	4.00	4.00	57	4.08	4.00	3.50
25.5	3.09	3.00	4.00	57	4.14	4.00	3.50
25.5	1.10	1.00	4.00	57	1.05	1.00	3.50
25.5	1.19	1.00	4.00	57	1.11	1.00	3.50
25.5	1.20	1.00	4.00	57	2.31	2.00	3.50

Responses to the "Approximate Degree of Importance" Section:

AGRICULTURE EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
57	1.27	1.00	3.50	100	4.16	4.00	2.75	131.5	2.08	2.00	.50
57	2.23	2.00	3.50	100	1.26	1.00	2.75	131.5	3.06	3.00	.50
57	6.12	6.00	3.50	103.5	4.05	4.00	2.67	131.5	3.11	3.00	.50
70	1.01	1.00	3.38	103.5	5.02	5.00	2.67	131.5	3.12	3.00	.50
70	4.15	4.00	3.38	105	2.51	2.00	2.50	131.5	2.38	2.00	.50
70	2.47	2.00	3.38	105	2.42	2.00	2.50	131.5	2.36	2.00	.50
73.5	4.04	4.00	3.33	105	5.06	5.00	2.50	139	2.33	2.00	.38
73.5	3.07	3.00	3.33	105	3.05	3.00	2.50	139	2.18	2.00	.38
73.5	5.01	5.00	3.33	105	3.08	3.00	2.50	139	5.05	5.00	.38
73.5	1.04	1.00	3.33	105	4.10	4.00	2.50	139	5.04	5.00	.38
73.5	2.26	2.00	3.33	105	2.19	2.00	2.50	139	2.07	2.00	.38
73.5	2.32	2.00	3.33	112	2.11	2.00	2.38	144.5	2.49	2.00	.30
79	4.02	4.00	3.25	113	2.40	2.00	2.33	144.5	3.13	3.00	.30
79	4.03	4.00	3.25	114	2.10	2.00	2.26	147	5.11	5.00	.20
79	3.14	3.00	3.25	115	2.35	2.00	2.17	147	5.09	5.00	.20
79	6.16	6.00	3.25	116.5	6.06	6.00	2.00				
79	2.16	2.00	3.25	116.5	2.09	2.00	2.00				
79	4.20	4.00	3.25	116.5	2.12	2.00	2.00				
79	2.37	2.00	3.25	116.5	2.30	2.00	2.00				
86	2.43	2.00	3.17	120	5.03	5.00	1.75				
86	4.08	4.00	3.17	121.5	2.17	2.00	1.67				
86	1.09	1.00	3.17	121.5	2.15	2.00	1.67				
89	2.46	2.00	3.13	123.5	4.13	4.00	1.50				
90	6.04	6.00	3.10	123.5	5.07	5.00	1.50				
91.5	2.06	2.00	3.00	124	2.41	2.00	1.33				
91.5	2.13	2.00	3.00	125	2.45	2.00	1.25				
91.5	2.20	2.00	3.00	126	2.50	2.00	1.17				
91.5	2.39	2.00	3.00	127	2.48	2.00	1.00				
91.5	2.29	2.00	3.00	127	5.08	5.00	1.00				
91.5	4.11	4.00	3.00	127	5.12	5.00	1.00				
97	2.28	2.00	2.83	130	5.13	5.00	.75				
97	4.07	4.00	2.83	131.5	1.03	1.00	.50				
97	1.18	1.00	2.83	131.5	5.10	5.00	.50				
100	4.06	4.00	2.75								

Responses to the "Approximate Degree of Importance" Section:

HOME ECONOMIC COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	6.13	6.00	4.82	33.5	4.17	4.00	4.25
2.5	4.01	4.00	4.79	33.5	2.34	2.00	4.25
2.5	1.30	1.00	4.79	35.5	2.01	2.00	4.20
4	2.05	2.00	4.75	35.5	1.02	1.00	4.20
5.5	1.17	1.00	4.73	35.5	1.20	1.00	4.20
5.5	1.10	1.00	4.73	35.5	2.39	2.00	4.20
7.5	6.09	6.00	4.70	39	2.25	2.00	4.17
7.5	6.11	6.00	4.70	39	2.23	2.00	4.17
9	1.32	1.00	4.65	39	4.08	4.00	4.17
10	2.03	2.00	4.64	42	4.02	4.00	4.13
11	6.08	6.00	4.61	42	2.04	2.00	4.13
12	4.18	4.00	4.57	42	3.01	3.00	4.13
13.5	3.04	3.00	4.56	45.5	2.11	2.00	4.10
13.5	1.12	1.00	4.56	45.5	2.02	2.00	4.10
13.5	1.31	1.00	4.56	47	1.21	1.00	4.06
13.5	3.02	3.00	4.56	48	2.24	2.00	4.00
17	1.25	1.00	4.50	48	1.23	1.00	4.00
17	4.20	4.00	4.50	48	1.16	1.00	4.00
17	1.14	1.00	4.50	48	3.09	3.00	4.00
17	2.53	2.00	4.50	48	6.04	6.00	4.00
17	4.04	4.00	4.50	48	6.12	6.00	4.00
17	1.26	1.00	4.50	48	4.03	4.00	4.00
17	4.12	4.00	4.50	48	1.27	1.00	4.00
24	2.21	2.00	4.43	48	4.14	4.00	4.00
25	6.03	6.00	4.40	48	2.20	2.00	4.00
25	4.21	4.00	4.40	48	3.10	3.00	4.00
25	1.04	1.00	4.40	59	1.01	1.00	3.92
28	2.27	2.00	4.38	60	5.01	5.00	3.90
28	6.02	6.00	4.38	61	1.24	1.00	3.86
28	6.01	6.00	4.38	61	1.13	1.00	3.86
28	2.52	2.00	4.38	61	2.37	2.00	3.86
32	6.16	6.00	4.30	64	4.15	4.00	3.83

Responses to the "Approximate Degree of Importance" Section:

HOME ECONOMIC COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA
64	4.19	4.00	3.83	98	2.43	2.00	3.07	131	3.12	3.00
64	4.11	4.00	3.83	99	1.24	1.00	3.00	132	2.18	2.00
67	1.19	1.00	3.80	99	4.07	4.00	3.00	132	4.05	4.00
68	2.40	2.00	3.79	99	6.05	6.00	3.00	132	2.49	2.00
69	6.10	6.00	3.75	99	1.25	1.00	3.00	135	2.12	2.00
69	1.11	1.00	3.75	99	3.11	3.00	3.00	136	2.50	2.00
69	2.16	2.00	3.75	99	3.06	3.00	3.00	137	3.08	3.00
72	1.06	1.00	3.71	99	2.47	2.00	3.00	138	5.13	5.00
73	2.32	2.00	3.70	106.5	2.17	2.00	2.88	138	5.12	5.00
74	2.22	2.00	3.63	106.5	4.06	4.00	2.88	138	5.11	5.00
75	1.05	1.00	3.60	108.5	1.18	1.00	2.83	138	5.08	5.00
76.5	2.31	2.00	3.50	108.5	2.15	2.00	2.83	138	2.07	2.00
76.5	4.09	4.00	3.50	108.5	5.03	5.00	2.83	138	5.10	5.00
76.5	3.14	3.00	3.50	108.5	5.02	5.00	2.83	138	4.10	4.00
76.5	3.07	3.00	3.50	112	2.33	2.00	2.75	145	5.05	5.00
76.5	1.09	1.00	3.50	112	2.19	2.00	2.75	146.5	3.13	3.00
76.5	1.08	1.00	3.50	112	2.51	2.00	2.75	146.5	2.30	2.00
76.5	2.42	2.00	3.50	112	4.16	4.00	2.75	148	5.09	5.00
76.5	1.15	1.00	3.50	112	2.29	2.00	2.75			
84	2.06	2.00	3.38	117	2.45	2.00	2.70			
84	1.22	1.00	3.38	118	2.46	2.00	2.67			
84	2.26	2.00	3.38	118	2.48	2.00	2.67			
87	2.14	2.00	3.36	118	2.41	2.00	2.67			
88.0	2.13	2.00	3.25	121.5	2.08	2.00	2.63			
88.5	5.07	5.00	3.25	121.5	5.06	5.00	2.63			
90	2.10	2.00	3.17	123	2.09	2.00	2.60			
90	3.03	3.00	3.17	124	4.13	4.00	2.57			
90	6.07	6.00	3.17	125	3.05	3.00	2.50			
93.5	1.07	1.00	3.10	125	5.04	5.00	2.50			
93.5	6.14	6.00	3.10	125	1.03	1.00	2.50			
93.5	2.35	2.00	3.10	125	6.06	6.00	2.50			
93.5	2.44	2.00	3.10	129	2.38	2.00	2.33			
97	2.28	2.00	3.08	130	2.36	2.00	2.25			

Responses to the "Approximate Degree of Importance" Section:

TRADE AND INDUSTRY EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN
1	1.12	1.00	4.59
2	1.11	1.00	4.54
3	6.13	6.00	4.42
4	1.32	1.00	4.36
5.5	1.30	1.00	4.31
5.5	1.02	1.00	4.31
7	2.03	2.00	4.28
8.5	2.27	2.00	4.27
8.5	1.29	1.00	4.27
8.5	1.14	1.00	4.27
8.5	2.21	2.00	4.27
12.5	4.10	4.00	4.25
12.5	1.07	1.00	4.25
14	3.02	3.00	4.21
14	1.31	1.00	4.21
14	2.53	2.00	4.21
17	4.18	4.00	4.19
18	1.10	1.00	4.17
19	1.17	1.00	4.13
20	4.14	4.00	4.11
21	4.11	4.00	4.10
22	1.20	1.00	4.08
23	1.05	1.00	4.06
24	1.08	1.00	4.05
24	3.09	3.00	4.05
24	2.52	2.00	4.05
27	1.04	1.00	4.04
28	4.19	4.00	4.00
[illegible]	2.05	2.00	4.00
28	1.15	1.00	4.00
31	2.04	2.00	3.97
32	3.01	3.00	3.93
33	6.11	6.00	3.92
34	4.17	4.00	3.91
35.5	6.16	6.00	3.90
35.5	1.21	1.00	3.90
37	2.39	2.00	3.89
37	2.02	2.00	3.89
37	4.15	4.00	3.89
40	4.20	4.00	3.86
40	1.23	1.00	3.86
40	3.05	3.00	3.86
43.5	4.08	4.00	3.83
43.5	3.07	3.00	3.83
45	1.19	1.00	3.81
46.5	2.06	2.00	3.80
46.5	6.12	6.00	3.80
48	2.25	2.00	3.79
48	4.04	4.00	3.79
48	2.22	2.00	3.79
51	4.12	4.00	3.78
52	2.32	2.00	3.77
53.5	2.01	2.00	3.75
53.5	2.34	2.00	3.75
53.5	2.37	2.00	3.75
53.5	6.07	6.00	3.75
57.5	2.23	2.00	3.72
57.5	5.07	5.00	3.72
59	2.31	2.00	3.71
59	1.09	1.00	3.71
59	4.21	4.00	3.71
62	2.20	2.00	3.70
63	1.06	1.00	3.68
64	2.29	2.00	3.67

Responses to the "Approximate Degree of Importance" Section:

TRADE AND INDUSTRY EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN
65	1.01	1.00	3.65
66	1.22	1.00	3.63
67	1.27	1.00	3.61
69	4.01	4.00	3.58
69	4.02	4.00	3.58
69	3.10	3.00	3.58
71	6.01	6.00	3.57
72	6.08	6.00	3.56
72	6.09	6.00	3.56
73	1.16	1.00	3.55
73	1.13	1.00	3.55
75.5	2.06	2.00	3.50
75.5	6.02	6.00	3.50
75.5	3.03	3.00	3.50
75.5	3.08	3.00	3.50
79	2.30	2.00	3.43
80	3.04	3.00	3.40
81	6.14	6.00	3.39
82	2.24	2.00	3.37
83	1.24	1.00	3.36
84	2.43	2.00	3.35
85.5	2.16	2.00	3.29
85.5	1.26	1.00	3.29
87	2.26	2.00	3.28
88.5	6.10	6.00	3.27
88.5	6.04	6.00	3.27
90	4.16	4.00	3.25
91	2.44	2.00	3.23
92	6.03	6.00	3.22
93	1.25	1.00	3.21
94	1.28	1.00	3.19
94	2.10	2.00	3.19
94	4.03	4.00	3.19
97.5	2.13	2.00	3.14
97.5	4.09	4.00	3.14
97.5	2.35	2.00	3.14
97.5	3.11	3.00	3.14
101	2.46	2.00	3.10
102	4.13	4.00	3.06
102	3.06	3.00	3.06
102	5.06	5.00	3.06
105	2.28	2.00	3.00
105	3.14	3.00	3.00
105	2.48	2.00	3.00
105	2.07	2.00	3.00
105	3.12	3.00	3.00
110	2.51	2.00	2.96
111	2.12	2.00	2.95
112	1.18	1.00	2.94
113.5	1.03	1.00	2.92
113.5	6.06	6.00	2.92
115	6.05	6.00	2.89
116.5	2.42	2.00	2.88
116.5	2.40	2.00	2.88
118	4.06	4.00	2.86
119	5.01	5.00	2.83
120	2.11	2.00	2.75
120	2.08	2.00	2.75
120	5.08	5.00	2.75
123	2.47	2.00	2.70
124	2.15	2.00	2.68
125.5	4.07	4.00	2.67
125.5	5.02	5.00	2.67
127	2.38	2.00	2.63
128	5.16	5.00	2.58
129	5.04	5.00	2.56
130	2.33	2.00	2.55
131	4.05	4.00	2.50
132.5	5.03	5.00	2.33
132.5	2.36	2.00	2.33
134.5	2.09	2.00	2.30
134.5	2.19	2.00	2.30
136	2.18	2.00	2.17
137	2.45	2.00	2.00
138.5	2.50	2.00	1.83
138.5	5.05	5.00	1.83
140.5	5.13	5.00	1.67
140.5	5.12	5.00	1.67
143	2.41	2.00	1.38
144	2.17	2.00	.65
145	5.11	5.00	.50
146	5.09	5.00	.39
147	3.13	3.00	.35
148	2.49	2.00	.21

APPENDIX D

Median ranking of tasks in the "Approximate Frequency of Performance" in all categories by Coordinators in all Areas of Coordination.

Responses to the Approximate Frequency of Performance Section

AGRICULTURE EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
2.5	2.14	2.00	3.50	35.5	6.01	6.00	1.94
2.5	1.28	1.00	3.50	35.5	3.03	3.00	1.94
3.5	1.22	1.00	3.17	35.5	3.14	3.00	1.94
3.5	1.24	1.00	3.17	39.5	6.16	6.00	1.93
5	4.12	4.00	3.10	39.5	2.22	2.00	1.93
6	6.08	6.00	3.08	39.5	1.08	1.00	1.93
8.5	1.29	1.00	3.00	39.5	1.01	1.00	1.93
8.5	4.19	4.00	3.00	44.5	6.13	6.00	1.90
8.5	2.27	2.00	3.00	44.5	3.02	3.00	1.90
8.5	2.06	2.00	3.00	44.5	1.13	1.00	1.90
11	2.24	2.00	2.93	44.5	4.21	4.00	1.90
12	1.17	1.00	2.90	44.5	6.11	6.00	1.90
13	4.18	4.00	2.75	44.5	4.08	4.00	1.90
14.5	2.25	2.00	2.67	48	4.04	4.00	1.90
14.5	2.17	2.00	2.67	50.5	1.32	1.00	1.88
16	2.04	2.00	2.60	50.5	2.21	2.00	1.88
19.5	2.05	2.00	2.50	50.5	3.01	3.00	1.88
19.5	4.01	4.00	2.50	50.5	2.53	2.00	1.88
19.5	4.02	4.00	2.50	53	1.06	1.00	1.87
19.5	2.46	2.00	2.50	55	1.10	1.00	1.83
19.5	2.11	2.00	2.50	55	3.09	3.00	1.83
19.5	2.10	2.00	2.50	55	3.04	3.00	1.83
23	2.13	2.00	2.25	57	3.07	3.00	1.79
24	6.03	6.00	2.21	60	1.19	1.00	1.75
25.5	4.17	4.00	2.17	60	1.16	1.00	1.75
25.5	1.23	1.00	2.17	60	4.14	4.00	1.75
30	1.14	1.00	2.00	60	4.09	4.00	1.75
30	1.07	1.00	2.00	60	6.04	6.00	1.75
30	1.12	1.00	2.00	67	2.02	2.00	1.70
30	6.02	6.00	2.00	67	6.05	6.00	1.70
30	2.44	2.00	2.00	67	1.05	1.00	1.70
30	4.03	4.00	2.00	67	1.11	1.00	1.70
30	2.43	2.00	2.00	67	5.01	5.00	1.70
35.5	1.30	1.00	1.94	67	1.09	1.00	1.70

Responses to the "Approximate Frequency of Performance" Section:

AGRICULTURE EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
67	2.20	2.00	1.70	103.5	2.47	2.00	1.00	140.5	2.38	2.00	.13
67	2.28	2.00	1.70	103.5	2.51	2.00	1.00	140.5	2.36	2.00	.13
67	6.06	6.00	1.70	103.5	2.12	2.00	1.00	140.5	3.11	3.00	.13
77	1.31	1.00	1.67	106	1.18	1.00	.75	140.5	3.12	3.00	.13
77	1.21	1.00	1.67	111.5	2.37	2.00	.50	140.5	5.05	5.00	.13
77	1.20	1.00	1.67	111.5	4.16	4.00	.50	140.5	5.04	5.00	.13
77	6.07	6.00	1.67	111.5	4.05	4.00	.50	140.5	3.12	3.00	.13
77	1.02	1.00	1.67	111.5	5.06	5.00	.50	140.5	2.49	2.00	.13
77	2.52	2.00	1.67	111.5	2.42	2.00	.50	140.5	5.11	5.00	.13
77	1.15	1.00	1.67	111.5	3.05	3.00	.50	146	5.02	5.00	.06
77	1.25	1.00	1.67	111.5	2.35	2.00	.50	146	2.07	2.00	.06
77	1.04	1.00	1.67	111.5	2.41	2.00	.50	146	5.08	5.00	.06
77	6.10	6.00	1.67	111.5	2.45	2.00	.50				
77	4.07	4.00	1.67	111.5	1.03	1.00	.50				
83	6.14	6.00	1.60	121	2.29	2.00	.33				
89.5	2.01	2.00	1.50	121	1.26	1.00	.33				
89.5	2.31	2.00	1.50	121	4.10	4.00	.33				
89.5	2.23	2.00	1.50	121	3.08	3.00	.33				
89.5	6.12	6.00	1.50	121	4.13	4.00	.33				
89.5	1.27	1.00	1.50	121	5.07	5.00	.33				
89.5	4.15	4.00	1.50	121	2.50	2.00	.33				
89.5	2.26	2.00	1.50	121	2.08	2.00	.33				
89.5	2.39	2.00	1.50	121	5.10	5.00	.33				
89.5	4.11	4.00	1.50	130	2.19	2.00	.21				
89.5	4.26	4.00	1.50	130	2.30	2.00	.21				
89.5	2.40	2.00	1.50	130	5.03	5.00	.21				
89.5	2.08	2.00	1.50	130	2.15	2.00	.21				
97.5	2.03	2.00	1.25	130	2.48	2.00	.21				
97.5	2.34	2.00	1.25	130	5.08	5.00	.21				
97.5	2.16	2.00	1.25	130	5.13	5.00	.21				
97.5	4.20	4.00	1.25	130	3.06	3.00	.21				
10[illegible]	2.32	2.00	1.17	130	2.33	2.00	.21				
101	6.08	6.00	1.14	135	2.18	2.00	.14				
103.5	3.10	3.00	1.00	140.5	5.12	5.00	.13				

[illegible] PERFORMANCE [illegible]

RANK	ITEM	[illegible]	[illegible]		[illegible]	[illegible]	MEDIAN
1	2.27	2.00	3.76	37.5	2.14	[illegible]	1.95
2	2.10	2.00	3.33	37.5	[illegible]	3.00	1.95
3	4.01	4.00	[illegible]	39	1.01	1.00	1.94
4	2.11	2.00	3.17	41	6.16	6.00	1.93
5	6.08	6.00	3.05	41	1.10	1.00	1.91
7.5	4.02	4.00	3.00	43	1.32	1.00	1.89
7.5	2.24	2.00	3.00	43	1.21	1.00	1.89
7.5	2.17	2.00	3.00	43	1.11	1.00	1.89
7.5	2.33	2.00	3.00	46	3.04	3.00	1.86
10	2.08	2.00	2.93	46	2.01	2.00	1.86
11	1.17	1.00	2.92	46	1.02	1.00	1.86
12	2.14	2.00	2.90	48.5	1.12	1.00	1.85
13	2.04	2.00	2.75	48.5	6.04	6.00	1.85
14.5	1.24	1.00	2.70	51.5	6.09	6.00	1.83
14.5	1.28	1.00	2.70	51.5	2.02	2.00	1.83
16	1.22	1.00	2.69	51.5	6.12	6.00	1.83
17	2.25	2.00	2.67	51.5	4.09	4.00	1.83
18	2.13	2.00	2.64	55	1.31	1.00	1.82
19	6.03	6.00	2.58	55	1.20	1.00	1.82
20.5	1.25	1.00	2.50	55	4.07	4.00	1.82
20.5	2.31	2.00	2.50	57	6.13	6.00	1.80
22	2.26	2.00	2.25	58	4.03	4.00	1.79
23.5	2.23	2.00	2.21	60	2.52	2.00	1.78
23.5	1.23	1.00	2.21	60	1.27	1.00	1.78
25	4.20	4.00	2.17	60	2.22	2.00	1.78
26	1.16	1.00	2.15	62.5	1.14	1.00	1.75
27	2.03	2.00	2.07	62.5	4.14	4.00	1.75
28.5	2.21	2.00	2.03	64	1.13	1.00	1.71
28.5	6.02	6.00	2.03	65.5	4.15	4.00	1.70
31	1.30	1.00	2.00	65.5	1.19	1.00	1.70
31	4.17	4.00	2.00	68.5	2.20	2.00	1.69
31	2.28	2.00	2.00	68.5	3.14	3.00	1.69
31	2.43	2.00	2.00	68.5	6.14	6.00	1.69
31	2.45	2.00	2.00	68.5	1.18	1.00	1.69
35.5	6.01	6.00	1.97	71.5	4.21	4.00	1.67
35.5	6.10	6.00	1.97	71.5	4.19	4.00	1.67

Responses to the "Approximate Frequency of Performance" Section:

HOME ECONOMIC EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN
73	5.07	5.00	1.64
74.5	1.06	1.00	1.63
74.5	3.07	3.00	1.63
76	2.53	2.00	1.57
77.5	1.04	1.00	1.56
77.5	2.19	2.00	1.56
79.5	6.11	6.00	1.50
79.5	6.05	6.00	1.50
81	1.07	1.00	1.42
82.5	2.06	2.00	1.39
82.5	4.04	4.00	1.39
84	4.08	4.00	1.38
84	2.37	2.00	1.38
84	2.09	2.00	1.38
88	3.02	3.00	1.36
88	2.40	2.00	1.36
88	1.09	1.00	1.36
90	1.05	1.00	1.33
91	2.16	2.00	1.29
93.5	4.18	4.00	1.25
93.5	1.26	1.00	1.25
93.5	3.03	3.00	1.25
93.5	1.25	1.00	1.25
96.5	4.12	4.00	1.21
96.5	3.01	3.00	1.21
99	3.10	3.00	1.14
99	1.08	1.00	1.14
99	2.46	2.00	1.14
101	2.42	2.00	1.09
103	4.11	4.00	1.00
103	2.15	2.00	1.00
103	2.51	2.00	1.00
106	2.12	2.00	.86
107	2.39	2.00	.83
107	2.35	2.00	.83

RANK	ITEM	AREA	MEDIAN
107	2.48	2.00	.83
109.5	2.32	2.00	.80
109.5	4.13	4.00	.80
111	2.08	2.00	.79
102	2.50	2.00	.58
114	5.01	5.00	.50
114	2.44	2.00	.50
114	2.18	2.00	.50
116.5	3.11	3.00	.44
116.5	3.05	3.00	.44
118.5	4.16	4.00	.43
118.5	2.41	2.00	.43
121	5.03	5.00	.39
121	1.03	1.00	.39
121	5.04	5.00	.39
123	4.05	4.00	.38
125.5	3.06	3.00	.33
125.5	4.06	4.00	.33
125.5	5.06	5.00	.33
125.5	5.13	5.00	.33
128	2.47	2.00	.31
129	2.49	2.00	.30
131.5	5.11	5.00	.25
131.5	5.12	5.00	.25
131.5	5.09	5.00	.25
131.5	5.05	5.00	.25
134.5	2.29	2.00	.23
134.5	2.07	2.00	.23
136	6.06	6.00	.22
137	1.15	1.00	.21
138.5	5.02	5.00	.20
138.5	3.08	3.00	.20
140	5.10	5.00	.18
141.5	2.38	2.00	.17
141.5	2.36	2.00	.17
143	6.07	6.00	.15
144	4.10	4.00	.14
145	3.12	3.00	.13
146	3.13	3.00	.10
147	2.30	2.00	.08
148	5.09	5.00	.06

Responses to the "Approximate Frequency of Performance" Section:

HEALTH EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	2.06	2.00	3.75	35	2.28	2.00	1.83
2	2.14	2.00	3.67	39.5	1.92	1.00	1.80
3	1.24	1.00	3.20	39.5	6.09	6.00	1.80
5.5	2.03	2.00	3.00	39.5	1.08	1.00	1.80
5.5	1.22	1.00	3.00	39.5	2.21	2.00	1.80
5.5	1.17	1.00	3.00	39.5	1.31	1.00	1.80
5.5	1.29	1.00	3.00	39.5	6.01	6.00	1.80
8	2.04	2.00	2.80	39.5	6.10	6.00	1.80
9.5	6.12	6.00	2.75	39.5	3.00	3.00	1.80
9.5	6.09	6.00	2.75	45.5	4.02	4.00	1.75
11	2.26	2.00	2.67	45.5	4.10	4.00	1.75
12.5	1.23	1.00	2.63	45.5	4.19	4.00	1.75
12.5	4.06	4.00	2.63	45.5	4.13	4.00	1.75
15	2.05	2.00	2.50	49.5	1.21	1.00	1.67
15	2.11	2.00	2.50	49.5	1.25	1.00	1.67
15	4.17	4.00	2.50	49.5	4.12	4.00	1.67
17	6.02	6.00	2.38	49.5	2.46	2.00	1.67
18	6.03	6.00	2.33	54.5	3.05	3.00	1.63
20	6.16	6.00	2.25	54.5	1.26	1.00	1.63
20	1.29	1.00	2.25	54.5	6.07	6.00	1.63
20	2.13	2.00	2.25	54.5	4.20	4.00	1.63
22	2.44	2.00	2.17	54.5	4.07	4.00	1.63
26	1.10	1.00	2.00	54.5	2.43	2.00	1.50
26	2.01	2.00	2.00	59	1.20	1.00	1.38
26	2.32	2.00	2.00	59	4.08	4.00	1.38
26	2.10	2.00	2.00	59	4.21	4.00	1.38
26	4.11	4.00	2.00	66.5	2.53	2.00	1.33
26	6.11	6.00	2.00	66.5	3.02	3.00	1.33
26	6.14	6.00	2.00	66.5	1.14	1.00	1.33
30.5	1.30	1.00	1.92	66.5	2.27	2.00	1.33
30.5	1.06	1.00	1.92	66.5	3.09	3.00	1.33
32	4.09	4.00	1.90	66.5	1.19	1.00	1.33
33.5	1.12	1.00	1.88	66.5	1.27	1.00	1.33
33.5	1.01	1.00	1.88	66.5	1.04	1.00	1.33

Responses to the "Approximate Frequency of Performance" Section:

HEALTH EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
66.5	1.07	1.00	1.33	103	5.01	5.00	.75	134.5	2.48	2.00	.20
66.5	6.04	6.00	1.33	103	1.09	1.00	.75	134.5	2.47	2.00	.20
71	1.13	1.00	1.33	104	2.20	2.00	.67	134.5	2.30	2.00	.20
75.5	2.53	2.00	1.25	105	5.08	5.00	.63	134.5	2.17	2.00	.20
75.5	3.04	3.00	1.25	109.5	3.12	3.00	.50	140	3.06	3.00	.10
75.5	3.11	3.00	1.25	109.5	1.15	1.00	.50	141.5	2.07	2.00	.08
75.5	1.05	1.00	1.25	109.5	4.16	4.00	.50	141.5	3.14	3.00	.08
75.5	4.14	4.00	1.25	109.5	4.05	4.00	.50	141.5	2.51	2.00	.08
75.5	4.01	4.00	1.25	109.5	5.07	5.00	.50	141.5	2.29	2.00	.08
75.5	3.07	3.00	1.25	109.5	5.11	5.00	.50	143.5	3.13	3.00	.00
75.5	1.18	1.00	1.25	109.5	2.36	2.00	.50	143.5	2.49	2.00	.00
80	1.16	1.00	1.17	109.5	2.33	2.00	.50	143.5	2.50	2.00	.00
82	1.02	1.00	1.13	118.5	2.37	2.00	.38	143.5	2.18	2.00	.00
82	4.18	4.00	1.13	118.5	6.05	6.00	.38				
82	2.25	2.00	1.13	118.5	5.03	5.00	.38				
91	6.13	6.00	1.08	118.5	5.13	5.00	.38				
91	1.11	1.00	1.00	118.5	5.09	5.00	.38				
91	1.03	1.00	1.00	118.5	2.16	2.00	.38				
91	3.10	3.00	1.00	118.5	2.19	2.00	.38				
91	2.33	2.00	1.00	118.5	2.31	2.00	.38				
91	2.39	2.00	1.00	118.5	2.15	3.00	.38				
91	2.35	2.00	1.00	118.5	5.10	5.00	.38				
91	4.15	4.00	1.00	124	2.12	2.00	.33				
91	3.01	3.00	1.00	127.5	5.04	5.00	.25				
91	4.03	4.00	1.00	127.5	5.02	5.00	.25				
91	2.26	2.00	1.00	127.5	6.06	6.00	.25				
91	2.09	2.00	1.00	127.5	2.38	2.00	.25				
91	5.06	5.00	1.00	127.5	2.45	2.00	.25				
91	2.40	2.00	1.00	127.5	5.12	5.00	.25				
91	5.05	5.00	1.00	134.5	3.08	3.00	.20				
99	2.22	2.00	.83	134.5	2.08	2.00	.20				
100.5	2.34	2.00	.80	134.5	2.41	2.00	.20				
100.5	4.04	4.00	.80	134.5	2.42	2.00	.20				
103	2.02	2.00	.75								

Responses to the "Approximate Frequency of Performance" Section:

BUSINESS EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	2.27	2.00	3.67	34	1.21	1.00	2.00
2	2.14	2.00	3.50	34	4.02	4.00	2.00
3	4.19	4.00	3.25	34	1.04	1.00	2.00
4	6.03	6.00	3.20	34	1.02	1.00	2.00
5.5	1.29	1.00	3.00	34	2.44	2.00	2.00
5.5	2.05	2.00	3.00	34	2.42	2.00	2.00
5.5	6.03	6.00	3.00	41	1.10	1.00	1.94
5.5	1.22	1.00	3.00	42.5	4.15	4.00	1.92
5.5	1.24	1.00	3.00	42.5	1.16	1.00	1.92
5.5	2.33	2.00	3.00	44.5	2.53	2.00	1.90
11.5	4.01	4.00	2.90	44.5	4.09	4.00	1.90
11.5	2.04	2.00	2.90	46	1.20	1.00	1.89
11.5	6.12	6.00	2.90	47.5	1.19	1.00	1.88
11.5	1.28	1.00	2.90	47.5	1.30	1.00	1.88
15	4.20	4.00	2.88	49.5	2.34	2.00	1.86
16	2.13	2.00	2.86	49.5	3.04	3.00	1.86
17	2.43	2.00	2.83	54.5	2.21	2.00	1.83
18.5	1.17	1.00	2.80	54.5	6.01	6.00	1.83
18.5	2.24	2.00	2.80	54.5	6.16	6.00	1.83
20	4.17	4.00	2.79	54.5	5.01	5.00	1.83
21	3.10	3.00	2.50	54.5	6.10	6.00	1.83
21	4.11	4.00	2.50	54.5	6.04	6.00	1.83
21	4.12	4.00	2.50	58	1.08	1.00	1.82
21	2.11	2.00	2.50	59.5	4.21	4.00	1.81
21	2.10	2.00	2.50	59.5	1.07	1.00	1.81
26	2.01	2.00	2.30	61	2.22	2.00	1.80
27.5	4.08	4.00	2.25	63.5	1.32	1.00	1.77
27.5	2.03	2.00	2.25	63.5	1.06	1.00	1.75
29	1.31	1.00	2.11	63.5	2.23	2.00	1.75
30	4.14	4.00	2.10	63.5	2.20	2.00	1.75
31	1.11	1.00	2.07	66	1.14	1.00	1.72
32	1.12	1.00	2.06	67	3.09	3.00	1.70
33	6.02	6.00	2.05	69	4.18	4.00	1.67
34	6.13	6.00	2.00	69	2.25	2.00	1.67

Responses to the "Approximate Frequency of Performance" Section:

BUSINESS EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
69	2.25	2.00	1.67	103	2.12	2.00	.88	137	5.06	5.00	.13
69	3.03	3.00	1.67	104.5	3.02	3.00	.83	138.5	5.04	5.00	.08
73	2.52	2.00	1.64	104.5	3.11	3.00	.83	138.5	5.07	5.00	.08
73	4.03	4.00	1.64	106	2.48	2.00	.75	138.5	3.13	3.00	.08
73	1.02	1.00	1.64	107.5	2.32	2.00	.67	138.5	2.38	2.00	.08
74	4.07	4.00	1.61	107.5	2.06	2.00	.67	138.5	2.36	2.00	.08
75	2.02	2.00	1.60	119.5	2.37	2.00	.50	138.5	2.29	2.00	.08
79	2.31	2.00	1.50	109.5	1.15	1.00	.50	144	3.12	3.00	.04
79	6.14	6.00	1.50	109.5	1.26	1.00	.50	144	5.05	5.00	.04
79	3.14	3.00	1.50	109.5	2.17	2.00	.50	144	5.09	5.00	.04
79	3.05	3.00	1.50	113	5.02	5.00	.44	144	2.07	2.00	.04
79	3.07	3.00	1.50	113	2.08	2.00	.44	144	2.30	2.00	.04
79	2.16	2.00	1.50	113	2.50	2.00	.44				
79	1.03	1.00	1.50	116.5	6.06	6.00	.43				
79	2.28	2.00	1.50	116.5	4.16	4.00	.43				
79	2.40	2.00	1.50	118	4.05	4.00	.40				
85	1.09	1.00	1.44	119.5	5.10	5.00	.39				
86	1.23	1.00	1.38	119.5	2.41	2.00	.39				
88	1.18	1.00	1.33	121	2.35	2.00	.38				
88	4.04	4.00	1.33	122	1.25	1.00	.36				
88	2.46	2.00	1.33	123.5	4.10	4.00	.33				
90	1.13	1.00	1.30	123.5	5.03	5.00	.33				
91	6.11	6.00	1.28	123.5	3.06	3.00	.33				
92	6.09	6.00	1.27	123.5	2.19	2.00	.33				
93	2.45	2.00	1.25	127	6.05	6.00	.31				
94	3.01	3.00	1.22	128	5.13	5.00	.30				
95.5	2.51	2.00	1.20	128	2.39	2.00	.30				
95.5	2.09	2.00	1.20	128	5.08	5.00	.30				
97	2.26	2.00	1.17	131	5.12	5.00	.28				
98	1.05	1.00	1.10	132	5.11	5.00	.25				
100	2.47	2.00	1.00	132	3.08	3.00	.25				
100	1.27	1.00	1.00	132	2.18	2.00	.25				
[illegible]	2.15	2.00	1.00	[illegible]	6.07	6.00	.22				
102	4.06	4.00	.90	[illegible]	2.49	2.00	.14				

Responses to the "Approximate Frequency of Performance" Section

GENERAL EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	2.27	2.00	3.63	38	2.52	2.00	1.90
2	6.08	6.00	3.61	38	2.21	2.00	1.89
5	2.04	2.00	3.50	38	6.01	6.00	1.88
5	1.17	1.00	3.50	40	2.28	2.00	1.86
5	2.14	2.00	3.50	41	6.16	6.00	1.83
6.5	4.02	4.00	3.10	42	1.31	1.00	1.81
6.5	2.11	2.00	3.10	44	4.07	4.00	1.80
8	2.24	2.00	3.00	44	4.18	4.00	1.80
9.5	4.01	4.00	2.94	44	2.22	2.00	1.80
9.5	2.13	2.00	2.94	46.5	4.17	4.00	1.75
12	2.05	2.00	2.90	46.5	4.08	4.00	1.75
12	2.06	2.00	2.90	48	1.11	1.00	1.71
12	2.17	2.00	2.90	49.5	1.16	1.00	1.70
14	1.22	1.00	2.81	49.5	3.02	3.00	1.70
15	6.03	6.00	2.75	51.5	4.03	4.00	1.67
16.5	4.12	4.00	2.70	51.5	3.05	3.00	1.67
16.5	1.24	1.00	2.67	53.5	1.21	1.00	1.64
19.5	2.35	2.00	2.67	53.5	3.09	3.00	1.64
19.5	6.13	6.00	2.50	56	4.15	4.00	1.63
19.5	1.29	1.00	2.50	56	1.27	1.00	1.63
19.5	4.19	4.00	2.50	56	2.26	2.00	1.63
22	2.10	2.00	2.50	58	1.12	1.00	1.60
23	2.25	2.00	2.38	59.5	1.10	1.00	1.57
24.5	1.14	1.00	2.33	59.5	1.20	1.00	1.57
24.5	2.34	2.00	2.33	61	1.02	1.00	1.56
26.5	2.03	2.00	2.25	63.5	4.21	4.00	1.50
26.5	4.20	4.00	2.25	63.5	3.04	3.00	1.50
29	6.12	6.00	2.17	63.5	1.26	1.00	1.50
29	2.01	2.00	2.17	63.5	2.33	2.00	1.50
29	2.23	2.00	2.17	66	1.01	1.00	1.40
31	4.14	4.00	2.13	67	3.11	3.00	1.38
32	6.02	6.00	2.08	68	3.01	3.00	1.36
33.5	1.32	1.00	2.00	71	2.53	2.00	1.33
33.5	1.28	1.00	2.00	71	3.14	3.00	1.33
35.5	1.30	1.00	1.93	71	1.08	1.00	1.33
35.5	6.10	6.00	1.93	71	4.04	4.00	1.33

Responses to the "Approximate Frequency of Performance" Section:

GENERAL EDUCATION COORDINATORS (cont)

RANK	ITEM	AREA	MEDIAN
71	2.45	2.00	1.33
74	2.09	2.00	1.30
78	6.11	6.00	1.25
78	1.04	1.00	1.25
78	1.07	1.00	1.25
78	2.31	2.00	1.25
78	1.09	1.00	1.25
78	2.15	2.00	1.25
78	2.46	2.00	1.25
82	1.23	1.00	1.21
83	1.05	1.00	1.20
86.5	2.02	2.00	1.17
86.5	2.16	2.00	1.17
86.5	6.[illegible]	6.00	1.17
86.5	4.11	4.00	1.17
86.5	2.42	2.00	1.17
86.5	1.18	1.00	1.17
90	1.19	1.00	1.14
92.5	2.39	2.00	1.13
92.5	2.37	2.00	1.13
92.5	2.40	2.00	1.13
92.5	2.43	2.00	1.13
95.5	6.04	6.00	1.08
95.5	4.09	4.00	1.08
98	3.10	3.00	1.00
98	6.09	6.00	1.00
98	1.03	1.00	1.00
100	2.51	2.00	.93
101	2.18	2.00	.90
102	2.12	2.00	.88
104.5	3.03	3.00	.83
104.5	2.32	2.00	.83
104.5	4.10	4.00	.83
104.5	1.06	1.00	.83
107	5.01	5.00	.75
108	2.08	2.00	.67
110.5	3.07	3.00	.50
110.5	1.13	1.00	.50
110.5	4.05	4.00	.50
110.5	2.47	2.00	.50
113	2.41	2.00	.44
114.5	1.25	1.00	.39
114.5	6.06	6.00	.39
116	3.68	3.00	.38
117	4.13	4.00	.33
118.5	2.20	2.00	.30
118.5	2.19	2.00	.30
120.5	2.38	2.00	.28
120.5	6.05	6.00	.28
122	2.49	2.00	.25
125.5	5.07	5.00	.23
125.5	5.03	5.00	.23
125.5	5.08	5.00	.23
125.5	5.05	5.00	.23
125.5	3.06	3.00	.23
125.5	2.50	2.00	.23
129	2.44	2.00	.18
130	4.06	4.00	.18
131	2.36	2.00	.18
132	6.07	6.00	.17
132.5	5.02	5.00	.17
134	1.15	1.00	.14
135	5.04	5.00	.12
136.5	5.07	5.00	.12
136.5	4.16	4.00	.12
139.5	5.10	5.00	.08
139.5	3.12	3.00	.08
139.5	2.29	2.00	.08
139.5	3.13	3.00	.08
143	5.13	5.00	.07
143	2.48	2.00	.07
143	2.07	2.00	.07
145.5	2.30	2.00	.04
145.5	5.12	5.00	.04
147.5	5.09	5.00	.03
147.5	5.11	5.00	.03

Responses to the "Approximate Frequency of Performance" Section

TRADES AND INDUSTRY EDUCATION COORDINATORS

RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
1	2.06	2.00	4.06	37	2.10	2.00	2.43
2	2.14	2.00	4.00	38	4.02	4.00	2.28
3.5	2.27	2.00	3.75	39.5	2.12	2.00	2.25
3.5	2.11	2.00	3.75	39.5	2.42	2.00	2.25
5	1.17	1.00	3.55	41	3.02	3.00	2.13
6	2.13	2.00	3.40	42.5	1.23	1.00	2.10
7	1.28	1.00	3.36	42.5	2.22	2.00	2.10
8	1.29	1.00	3.27	44	6.02	6.00	2.08
9	1.22	1.00	3.20	45	1.09	1.00	2.05
10	2.24	2.00	3.11	46	1.11	1.00	2.04
11	2.04	2.00	3.08	47.5	1.32	1.00	2.00
12	6.08	6.00	3.07	47.5	6.16	6.00	2.00
13	4.18	4.00	3.05	47.5	2.39	2.00	2.00
14	4.10	4.00	3.00	47.5	2.02	2.00	2.00
15	1.24	1.00	2.98	47.5	1.16	1.00	2.00
16	4.11	4.00	2.86	47.5	4.13	4.00	2.00
17	2.03	2.00	2.83	53	6.10	6.00	1.98
18	4.19	4.00	2.79	54	1.10	1.00	1.97
19	2.44	2.00	2.73	55	1.30	1.00	1.94
20.5	6.12	6.00	2.71	55	4.15	4.00	1.94
20.5	2.31	2.00	2.71	55	6.14	6.00	1.94
22.5	2.25	2.00	2.70	58.5	2.21	2.00	1.93
22.5	4.01	4.00	2.70	58.5	2.01	2.00	1.93
24	2.43	2.00	2.67	60	2.26	2.00	1.92
25	4.12	4.00	2.64	61	1.08	1.00	1.90
26	4.20	4.00	2.63	62.5	3.05	3.00	1.89
27	6.13	6.00	2.58	62.5	6.04	6.00	1.89
28	2.23	2.00	2.57	64	6.01	6.00	1.88
29	4.17	4.00	2.54	65.5	1.13	1.00	1.87
30	1.12	1.00	2.50	65.5	4.07	4.00	1.87
30	4.14	4.00	2.50	67	1.31	1.00	1.86
30	2.05	2.00	2.50	68	1.04	1.00	1.85
30	4.08	4.00	2.50	69	3.04	3.00	1.84
30	4.04	4.00	2.50	70	3.01	3.00	1.82
35	6.03	6.00	2.46	71	1.02	1.00	1.81
36	1.14	1.00	2.45				

Responses to the "Approximate Frequency of Performance" Section:

TRADES AND INDUSTRY EDUCATION COORDINATORS (cont)

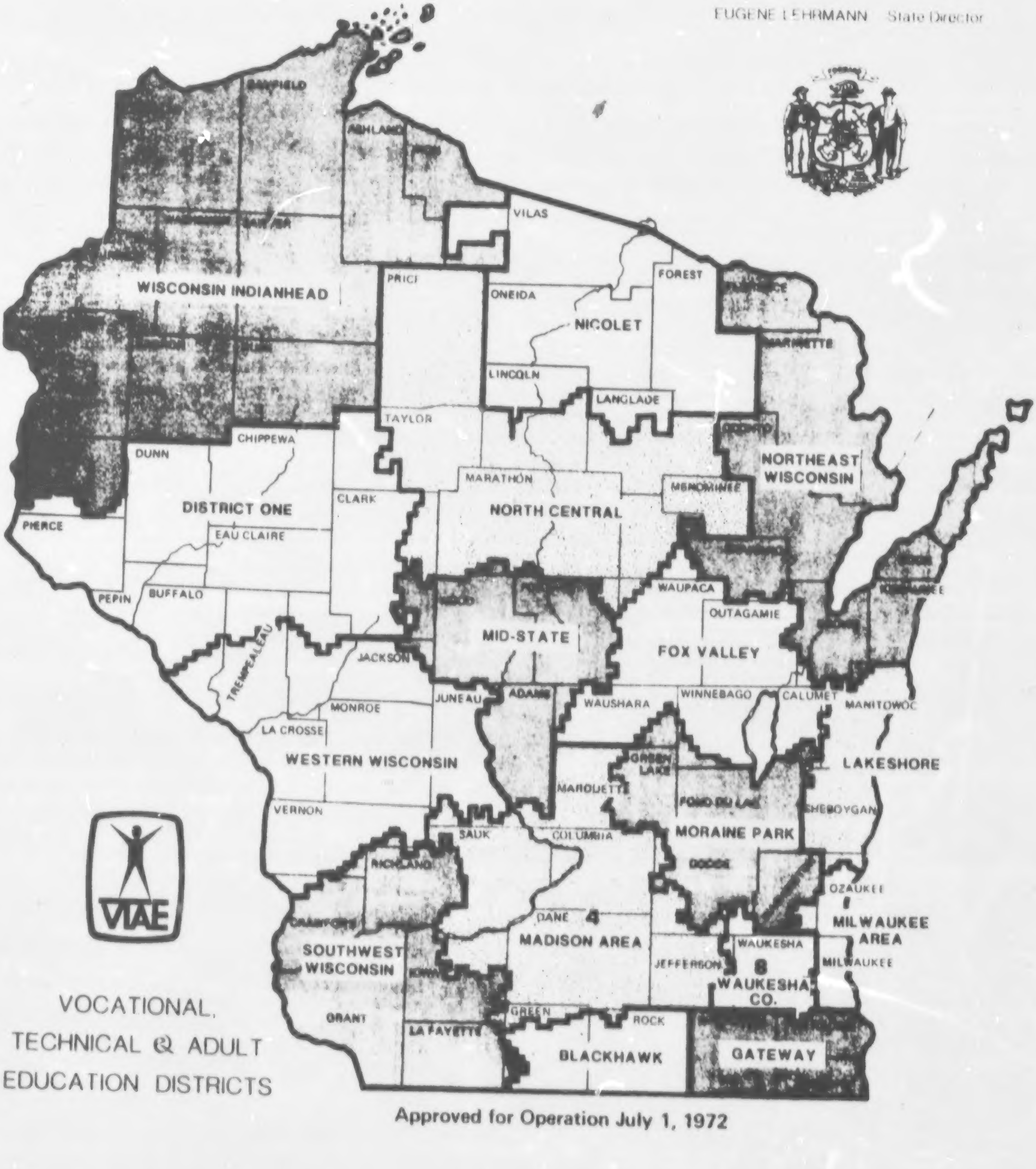
RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN	RANK	ITEM	AREA	MEDIAN
72.5	1.01	1.00	1.80	107	2.32	2.00	1.17	142	5.12	5.00	.17
72.5	2.28	2.00	1.80	108.5	3.03	3.00	1.00	143.5	3.12	3.00	.16
74	1.07	1.00	1.79	108.5	4.16	4.00	1.00	143.5	2.36	2.00	.16
74	3.09	3.00	1.79	108.5	5.06	5.00	1.00	144	2.38	2.00	.13
74	2.52	2.00	1.79	108.5	2.09	2.00	1.00	145	5.11	5.00	.11
77	3.07	3.00	1.76	112	1.26	1.00	.94	146.5	5.09	5.00	.09
78	2.46	2.00	1.75	113	2.37	2.00	.92	146.5	3.13	3.00	.09
79.5	5.07	5.00	1.67	114	2.29	2.00	.90	148	2.49	2.00	0
79.5	2.30	2.00	1.67	115	2.35	2.00	.83				
81	6.05	6.00	1.66	116	2.47	2.00	.81				
82	6.09	6.00	1.59	117.5	3.11	3.00	.75				
83	2.15	2.00	1.58	117.5	2.09	2.00	.75				
84	3.10	3.00	1.56	119	3.14	3.00	.67				
85.5	2.53	2.00	1.55	120.5	3.08	3.00	.63				
85.5	1.19	1.00	1.55	120.5	2.17	2.00	.63				
87.5	4.03	4.00	1.50	122	4.06	4.00	.57				
87.5	4.09	4.00	1.50	123.5	2.48	2.00	.50				
87.5	5.01	5.00	1.50	123.5	2.33	2.00	.50				
87.5	4.05	4.00	1.50	125	6.06	6.00	.47				
91.5	1.05	1.00	1.46	126	1.15	1.00	.46				
91.5	2.40	2.00	1.46	126	6.07	6.00	.46				
93	1.21	1.00	1.45	126	2.45	2.00	.46				
94	2.16	2.00	1.44	129	2.19	2.00	.43				
95	4.21	4.00	1.43	131.5	2.07	2.00	.41				
96.5	1.18	1.00	1.42	131.5	2.41	2.00	.41				
96.5	1.03	1.00	1.42	133	5.08	5.00	.35				
98	6.11	6.00	1.40	134	2.50	2.00	.33				
99	2.34	2.00	1.39	135	2.18	2.00	.31				
100	2.51	2.00	1.36	136.5	5.04	5.00	.26				
101	1.20	1.00	1.33	136.5	5.03	5.00	.26				
102	1.27	1.00	1.30	138	5.02	5.00	.23				
103	1.06	1.00	1.29	139	5.05	5.00	.22				
104.5	1.25	1.00	1.25	140	5.10	5.00	.21				
104.5	3.06	3.00	1.25	141	5.13	5.00	.20				
106	2.20	2.00	1.19								

APPENDIX E

State of Wisconsin

BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN State Director



VOCATIONAL,
TECHNICAL & ADULT
EDUCATION DISTRICTS

Approved for Operation July 1, 1972

APPENDIX F

Vocational, Technical, & Adult Education – District 12
FOX VALLEY TECHNICAL INSTITUTE
1825 North Bluemound Drive
APPLETON, WISCONSIN 54911
Telephone: (414) 739 - 8831

William M. Sirek
District Director

April 28, 1972

Dear Co-Worker:

Because of the important position you hold in the Wisconsin Vocational-Technical Adult Education system, I am taking the liberty of sending a survey instrument entitled "THE PROCESS OF COORDINATION - A TASK ANALYSIS," and hope that you will respond to the survey.

All material gathered will be kept confidential and a final report will be sent to you.

The ultimate objective of the survey is to gain an insight into the changing pattern of the functional responsibilities of the coordinator's position and to restructure the course content of the Coordination 469-510 course which I have been teaching for the University of Wisconsin-Stout the past several years.

May I request return of the survey by Monday, May 15, 1972. The enclosed addressed envelope is for your convenience in returning the survey.

Thank you for your cooperation.

Sincerely,

D.J. Bordini

D. J. Bordini
Deputy Director
Research-Development-Operations

lg

Enclosures

APPENDIX G

Vocational, Technical, & Adult Education – District 12
FOX VALLEY TECHNICAL INSTITUTE
1825 North Bluemound Drive
APPLETON, WISCONSIN 54911
Telephone: (414) 739-7381

William M. Sirek
District Director

May 30, 1972

Dear

A survey instrument entitled "The Coordination Process - A Task Analysis" was sent to you on April 28, 1972, seeking your assistance in this important area of Vocational-Technical-Adult education.

All material gathered will be kept confidential and a final statistical report will be sent to you.

I would appreciate it very much if you would complete the survey form and return it to me by Thursday, June 8. Your return helps the overall validity of the survey.

Thank you for your cooperation.

Sincerely,

D. J. Bordini
Deputy Director

lg

APPENDIX H

STATE CERTIFICATION STANDARDS

APPENDIX H

Wisconsin Board of
Vocational, Technical
and Adult Education

Two Year Provisional Certificate Requirements
Full Time Personnel

A-V 3.04 - A-V 3.07

Group Identification	Education	Occupational Experience	Teaching Experience
Instructional Staff	Bachelors degree or equivalent	Academic subject teachers - 6 months in any field except education Occupational subject teachers - 12 months as fully qualified worker in each teaching area	None
Supervisors-Coordinators	Bachelors degree or equivalent	If area of instruction is - Academic - 12 months in field other than education Occupational - 24 months as fully qualified worker in each certified area	3 years
Administrators	Masters degree or equivalent	If area of instruction is - Academic - 12 months in field other than education Occupational - 24 months as fully qualified worker in each certified area	3 years
Counselors	Masters degree in guidance and counseling or a bachelors degree and 20 graduate credits in counseling courses	24 months outside field of education	3 years
Librarians	Graduate degree or undergraduate degree with a minor in library science	6 months in any field except education	None
Instructional Media Specialists and Audio-Visual Specialists	Graduate degree or undergraduate degree with major emphasis in audio-visual education or instructional media	6 months in any field except education	3 years

Note -

Education — A verifiable apprenticeship in the skilled trades and successful experience as a journeyman for a combined total of 7 years shall be equivalent to a baccalaureate degree for certification purposes. The above plus a baccalaureate degree shall be equivalent to a masters degree.

Occupational Equivalency —

1. Equivalency for occupational experience requirements may be established through evaluation.
2. Approved graduate education directly in a subject matter discipline may be substituted for required work experience. 2 graduate credits equal one month of occupational experience.
3. Equivalencies may be used for up to one half of the required work experience.

Renewal Requirements — 6 semester credits or 2 months of appropriate occupational experience each two year period is necessary toward fulfilling the requirements for a standard five-year certificate. 2 graduate credits equal one month of occupational experience.

Wisconsin Board of
Vocational, Technical
and Adult Education

Standard Five-Year Certificate Requirements
Full Time Personnel

A-V 3.01 - A-V 3.

Group Identification	Education	Occupational Experience 63.	Professi Experienc
Instructional Staff	51. Philosophy of VTAE in Wisconsin 2 cr 52. Teaching Methods 2 cr 52a. Curriculum or Course Construction 2 cr 53. Educational Psychology 2 cr 54. Educational Evaluation 2 cr 55. Guidance and Counseling 2 cr 56. Bachelors Degree or Equivalent 57. Major Required of Academic Subject Teachers 30 cr	Academic subject teachers - 12 months in any field except education Occupational subject teachers - 24 months as fully qualified worker in each instructional area	3 years
Supervisors - Coordinators	51. Philosophy of VTAE in Wisconsin 2 cr 52. Teaching Methods 2 cr 52a. Curriculum or Course Construction 2 cr 53. Educational Psychology 2 cr 54. Educational Evaluation 2 cr 55. Guidance and Counseling 2 cr 56. Bachelors Degree or Equivalent 57. Major Required of Academic Subject Teachers 30 cr 58. Supervision or Coordination 2 cr 59. 12 Credits in Professional Education in Addition to the Above Requirements 61. Masters Degree or Equivalent	Academic subject teachers - 12 months in any field except education Occupational subject teachers - 24 months as fully qualified worker in each certified area	3 years
Administrators	51. Philosophy of VTAE in Wisconsin 2 cr 52. Teaching Methods 2 cr 52a. Curriculum or Course Construction 2 cr 53. Educational Psychology 2 cr 54. Educational Evaluation 2 cr 55. Guidance and Counseling 2 cr 56. Bachelors Degree or Equivalent 57. Major Required of Academic Subject Teachers 30 cr. 60. 15 Credits of Professional Education Appropriate to the Administrative Position 61. Masters Degree or Equivalent	Academic subject teachers - 12 months in any field except education Occupational subject teachers - 24 months as fully qualified worker in each certification area	3 years
Counselors	51. Philosophy of VTAE in Wisconsin 2 cr 62. Masters Degree in Guidance and Counseling or 30 Credits in Appropriate Counseling Courses	24 months outside field of education	3 years
Librarians	51. Philosophy of VTAE in Wisconsin 2 cr 62. Masters Degree in Library Science or 30 Credit Hours in Appropriate Areas	12 months in any field except education or library management	3 years
Instructional Media Specialists and Audio-Visual Specialists	51. Philosophy of VTAE in Wisconsin 2 cr 52. Teaching Methods 2 cr 52a. Curriculum or Course Construction 2 cr 53. Educational Psychology 2 cr 54. Educational Evaluation 2 cr 55. Guidance and Counseling 2 cr 62. Masters Degree (with major emphasis in audio-visual education or instructional media) or 30 Credits in Appropriate Course Hours	12 months in any field except education	3 years

Standard Five-Year Certificate — Renewal 6 semester credits or 2 months of occupational experience or other acceptable professional activity.

Standard Life Certificate — Issued to instructors, supervisors-coordinators, administrators, counselors, librarians, instructional media-specialists and audio-visual specialists who hold or are eligible for a standard five-year certificate and have attained age 55.

APPENDIX I

TASK COORDINATORS REJECTED

Composit Tabulation

FREQUENCY OF PERFORMANCE
(1.50 Level Rating) - Never

DEGREE OF IMPORTANCE
(2.50 Level Rating) - Low

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		REJECTED FREQUENCY	
Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low
		1.01										1	
								1.02				1	
1.03		1.03	1.03	1.03	1.03	1.03	1.03	1.03		1.03		6	3
		1.04						1.04				2	
1.05		1.05		1.05				1.05		1.05		5	
										1.06		1	
		1.07		1.07				1.07				3	
		1.08		1.08								2	
		1.09		1.09				1.09				3	
1.13		1.13						1.13				3	
1.15				1.15				1.15		1.15		4	
								1.16				1	
1.18		1.18		1.18		1.18		1.18		1.18		6	
		1.19						1.19				2	
										1.20		1	
										1.21		1	
1.23												1	
1.24												1	
1.25				1.25						1.25		3	
1.26				1.26		1.26				1.26		4	
1.27						1.27		1.27				3	

2.00 INSTRUCTIONAL PLANNING

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		REJECTED FREQUENCY	
Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low	Never	- Low
		2.01				2.01						2	
2.02		2.02						2.02				3	
						2.03						1	
2.06												1	
	2.07			2.07	2.07	2.07	2.07	2.07	2.07	2.07		4	4
2.08		2.08		2.08		2.08	2.08	2.08		2.08		6	1
2.09	2.09			2.09		2.09	2.09	2.09		2.09	2.09	5	3
						2.10						1	0
						2.11						1	0
				2.12	2.12	2.12	2.12	2.12	2.12			3	3
2.15	2.15	2.15		2.15		2.15	2.15	2.15	2.15			5	3
2.16		2.16		2.16		2.16		2.16		2.16	2.16	6	1
	2.17						2.17	2.17	2.17	2.17	2.17	2	4
2.18	2.18	2.18		2.18	2.18	2.18	2.18	2.18	2.18	2.18	2.18	6	5
	2.19		2.19			2.19	2.19	2.19	2.19	2.19	2.19	3	5
		2.20						2.20		2.20		3	0
								2.22				1	0
						2.23		2.23				2	0
2.25								2.25				2	0
2.26		2.26				2.26		2.26				4	0
								2.27				1	0
2.28	2.28	2.28										2	1
	2.29			2.29		2.29		2.29		2.29		4	1
	2.30		2.30	2.30	2.30	2.30	2.30	2.30	2.30			3	5
2.31		2.31				2.31		2.31				4	0
		2.32		2.32		2.32				2.32		4	0
	2.33	2.33				2.33	2.33	2.33	2.33	2.33		4	3
						2.34		2.34				2	0

2.00 INSTRUCTIONAL PLANNING (cont)

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		EFFECTED FREQUENCY	
Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low
2.35	2.35			2.35		2.35	2.35	2.35		2.35		5	2
	2.36	2.36		2.36		2.36	2.36	2.36	2.36	2.36	2.36	5	4
2.37		2.37		2.37		2.37		2.37		2.37		6	0
2.38	2.38	2.38		2.38	2.38	2.38	2.38	2.38	2.38	2.38		6	4
2.39		2.39		2.39		2.39		2.39				5	0
	2.40			2.40	2.40	2.40	2.40	2.40	2.40	2.40		4	4
2.41	2.41	2.41		2.41		2.41	2.41	2.41	2.41	2.41	2.41	6	4
		2.42		2.42		2.42	2.42	2.42	2.42			4	2
		2.43						2.43				2	0
		2.44		2.44								2	0
2.45		2.45				2.45	2.45	2.45	2.45	2.45	2.45	5	3
2.46	2.46	2.46		2.46								3	1
2.47		2.47		2.47		2.47		2.47		2.47		6	0
2.48			2.48	2.48		2.48	2.48	2.48	2.48	2.48		5	3
	2.49	2.49		2.49	2.49		2.49	2.49	2.49	2.49	2.49	4	5
	2.50		2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	4	6
2.51		2.51		2.51		2.51		2.51		2.51		6	0
		2.52				2.52		2.52		2.52		4	0
		2.53		2.53				2.53				3	0

3.00 EVALUATION

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		EFFECTED FREQUENCY	
Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low
3.01		3.01		3.01				3.01				4	0
3.02				3.02				3.02				3	0
3.03		3.03		3.03						3.03		4	0
		3.04						3.04				2	0
3.05				3.05	3.05	3.05	3.05					3	2
3.06		3.06	3.06	3.06		3.06	3.06	3.06		3.06		6	2
3.07		3.07						3.07				3	0
3.08		3.08		3.08	3.08	3.08	3.08	3.08		3.08		6	2
								3.09				1	0
		3.10		3.10		3.10		3.10				4	0
3.11		3.11		3.11		3.11	3.11	3.11		3.11		6	1
3.12	3.12	3.12	3.12	3.12	3.12	3.12	3.12	3.12		3.12		6	4
3.13	3.13	3.13	3.13	3.13	3.13	3.13	3.13	3.13	3.13	3.13	3.13	6	6
3.14		3.14						3.14	3.14	3.14		4	1

4.00 PUBLIC RELATIONS

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		EFFECTED FREQUENCY	
Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low
								4.01				1	0
								4.03		4.03		2	0
4.04		4.04		4.04				4.04				4	0
4.05	4.05	4.05		4.05	4.05	4.05		4.05		4.05	4.05	6	3
4.06		4.06		4.06		4.06				4.06		5	0
				4.08				4.08				2	0
		4.09								4.09		2	0
4.10		4.10		4.10	4.10	4.10	4.10					4	2
		4.11		4.11		4.11						3	0

4.00 PUBLIC RELATIONS (cont)

BUSINESS EDUCATION		GENERAL EDUCATION		HOME ECONOMICS		AGRICULTURE		HEALTH EDUCATION		TRADES & INDUSTRY		REJECTED FREQUENCY	
Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low	Never	Low
				4.12								1	0
		4.13	4.13	4.13		4.13	4.13					3	2
								4.14				1	0
						4.15		4.15				2	0
4.16		4.16	4.16	4.16		4.16		4.16		4.16		6	1
4.18				4.18				4.18				3	0
						4.20						1	0
		4.21								4.21		2	0
5.00 STUDENTS													
		5.01		5.01				5.01		5.01		4	1
5.02		5.02		5.02		5.02		5.02		5.02		6	0
5.03		5.03		5.03		5.03	5.03	5.03		5.03	5.03	6	2
5.04		5.04	5.04	5.04	5.04	5.04	5.04	5.04		5.04		6	3
5.05	5.05	505	5.05	5.05	5.05	5.05	5.05	5.05	5.05	5.05	5.05	6	6
5.06	5.06	5.06		5.05		5.06	5.06	5.06	5.06	5.06		6	3
5.07	5.07	5.07	5.07			5.07	5.07	5.07	5.07			4	4
5.08	5.08	5.08		5.08	5.08	5.08	5.08	5.08		5.08		6	3
5.09	5.09	5.09	5.09	5.09	5.09	5.09	5.09	5.09		5.09	5.09	6	5
5.10	5.10	5.10	5.10	5.10	5.10	5.10	5.10	5.10	5.10	5.10		6	5
5.11		5.11	5.11	5.11	5.11	5.11	5.11	5.11	5.11	5.11	5.11	6	5
5.12		5.12	5.12	5.12	5.12	5.12	5.12	5.12	5.12	5.12		6	4
5.13		5.13	5.13	5.13	5.13	5.13	5.13				5.13	4	4
6.00 PROFESSIONAL GROWTH													
		6.04										1	0
6.05		6.05		6.05				6.05				4	0
6.06		6.06		6.06	6.06			6.06		6.06		5	1
6.07		6.07		6.07				6.07		6.07		5	0
6.09		6.09				6.09				6.09		4	0
6.11		6.11		6.11						6.11		4	0
						6.12						1	0
								6.13				1	0
6.14		6.14										2	0